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ABSTRACT

The role of English in Spain is discussed, with attention directed to (1) English within the educational system, (2) inspection of teachers and teaching methods, (3) commercial English, (4) adult education, (5) radio and television instruction in English, (6) English teachers, (7) English outside the educational system, and (8) British and American support for the teaching of English. Over the past few years, the demand for English in Spain has been increasing rapidly. English is not normally a medium of instruction except for a relatively small number of students in some university English departments and in isolated courses. It is, however, mandated that either English or French be taught throughout the 12 years of primary and secondary education. In practice, the local language is often taught in place of a foreign language at the lower level, because qualified modern language teachers are unavailable. At the university level, a great deal of importance is placed on English or other foreign languages in the first 2 years of study. English is also available through adult education at the primary, secondary, and university levels. There is much need for more trained English teachers, especially at the primary level, and help in teacher training is being provided by The British Council. The future of two American language institutes is unclear. Appendices include lists of: books used for teaching English at the primary and secondary levels, English radio programs, English-medium schools, some English-language teaching establishments, and terms used in Spanish education. (SW)

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ENGLISH LANGUAGE TEACHING PROFILE April 1980

Country: SPAIN

1. Role of English

Over the past few years, the demand for English in Spain has been increasing rapidly. The coming of a more democratic form of Government, a constitutional monarchy, and the move to become a member of the EC* have orientated many people towards Britain as a possible model for certain aspects of life and institutions. For some time now, English has tended to replace French as the first foreign language learned at school and university. Private language schools for the teaching of English have mushroomed in the country.

At all levels of the community there has been a general increase of relations with other countries. There has also been an upsurge of foreign investment in Spain following Franco's death on 20th November, 1975. These factors lead employers to attach more importance to efficiency in English, and individuals (especially professional men and women) to see English more and more as being necessary if they are to get on. Spanish exports are becoming increasingly important and tourism remains a major factor in the earning of foreign currency. Last year, foreign banks were granted permission to set up branches in Spain. English is the international banking language.

1.1 English is not normally a medium of instruction except to a relatively small number of students, ie, in some university English departments and on isolated courses, such as the Harvard Business Course in Barcelona, where both Spanish and English are used. Even in the English departments of universities, the use of English as the medium of instruction is exceptional.

1.2 English language textbooks, journals and specialised magazines are regarded as being extremely important in the study of natural and social sciences, economics, various engineering subjects, and others. However it is probable that only a minority of undergraduates outside English departments have sufficient knowledge of English to make effective use of such publications.

1.3 English is not widely used as a medium of communication among Spaniards, but is, of course, used a great deal when Spaniards come into contact with English-speaking tourists, businessmen, politicians and professionals in general. In the Medical Faculty of the University of Madrid, for example, 90% of published research papers by the Spanish staff are written in English. Seventy-five per cent of the books stocked by the three main medical booksellers in Madrid are English publications.

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* (see 'THE ECONOMIST' for 3 November, 1979 and its SPAIN SURVEY)

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2. English within the Educational System *

The Spanish Educational System is as follows:

Primary	Educación General Básica (EGB) (General Basic Education)	= First Cycle - 5 years (age 6 - 10) Second Cycle - 3 years (age 11 - 13)
Secondary	Either:	
	Formación Profesional (Technical & Vocational Training & General Studies)	= 2 years (age 14 - 15)
	or:	
	Bachillerato Unificado y Polivalente (BUP) (Unified baccalaureate valid for a variety of purposes)	= 3 years (age 14 - 16)
	Curso de Orientación Universitaria (COU) (A preparatory course for University entrance)	= 1 year (age approximately 17)

A scheme for the transfer from EGB to BUP after 7 years instead of 8 is said to be coming into operation: nobody we have consulted can say definitely when this will be, but one of our informants thought the proposed change improbable. Changes in the COU are also envisaged: again information is hazy.

The Education Act (1970) lays down that either English or French (with Basque or Catalan in the appropriate areas; and no doubt Galician and Valencian when Galicia and Valencia are granted their Statutes) should be taught throughout the 12 years of primary and secondary education, ie, from the beginning of the first cycle of EGB. In practice, the local language is often taught in place of a foreign language at EGB, because qualified modern language teachers are unavailable. English and French must also be taught for a minimum of two years in the Higher Engineering Schools and the Faculty of Architecture (all of which form the Polytechnic University).

The EGB syllabus specifies that 3 periods a week should be allocated to the foreign language chosen. In the first cycle each period is 30-45 minutes; in the second cycle one hour.

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* At the time of writing, there is a new Education Act before the parliament which is the subject of considerable controversy in schools and universities. It is as yet too early to say what the effect of this legislation will be on the education system.

2.1 Primary level

The first cycle of EGB began in the academic year 1971-1972, but there is still no great evidence that English is being well taught or well learned as a consequence. The primary school teachers ('maestros' and 'maestras') are being given opportunities to improve their own English: for example, one fifth of the Spanish assistantships for teaching Spanish conversation in English secondary schools for an academic year is reserved for primary school teachers. Very often what happens is that these teachers, on their return to Spain, re-enter the university to try to complete the studies necessary to obtain a degree in English language and literature. Thus they are lost to the primary level of teaching as they transfer to the secondary.

The first, second, and third years of the second cycle of EGB (ages 11 - 13) have long been implemented. Although standards are by no means high, an improvement has been evident over the last five years. English is now considered of such importance in Spain that the demand even at this early stage is now outstripping French.

2.2 Secondary level

2.2.1 Formación Profesional (Technical and vocational training)

At the end of the 8 years (and it may be 7 years, but see para 2 above) devoted to the EGB, more than half the students move into Formación Profesional for various reasons:

a. they gained only the lower level certificate at the end of EGB - 'Certificado de Escolaridad' - and not the Diploma of General Education which would allow them to go on to a university-orientated course of study;

b. they have no wish to engage in academic study leading to tertiary level education;

c. they live in an area where technical training is (in their opinion) better for them than more academic pursuits. They study either French or English in Formación Profesional for three one-hour periods a week: this language is geared to the main local industry or occupations, ie, mining, fishing, metal work, catering, agriculture, or tourism. It should be noted that English can be started - or re-started - at any level of the Spanish educational system, BUP, COU, and, at least in theory, at a tertiary stage.

2.2.2 BUP

This is a three-year course at a secondary education level. Students receive in the first year, 5 hours, in the second, 4 hours, and in the third year, normally three classes of one hour's duration every week in the English language if they have chosen English as their first foreign language. The teachers should be university graduates from an English department.

2.2.3 COU

This is a one-year course in preparation for university entrance. Students taking English as their first foreign language will receive three one-hour classes a week. If English has been their first

foreign language throughout their schooling, they will have had six years of English studies before entering COU. Although some COU programmes include simple literary texts, these are not studied from the point of view of literary criticism but from the point of view of language.

2.3 None of the examinations taken in school in English is UK-based. Students who take the Cambridge FCE, CPE and Diploma do not come from Spanish secondary schools but from English-medium schools of which Spain has an increasing number. (See appendices F-H). All examinations taken at school level are prepared either by the schools themselves or by departments of the Ministry of Education. When the schools examine their own students, copies of the examination papers have to be sent to the Ministry for evaluation and approval in order to standardise work done and results achieved.

2.4 Tertiary level

2.4.1 Technical studies

This refers to the Schools of Architecture and to the Superior Technical Schools of Engineering of the Polytechnic University, ie Las Escuelas Técnicas Superiores de Ingenieros de Minas/Industriales/Navales/Aeronáuticos, etc. At the present time students of Technical Schools have to study English for 2 or 3 hours each week in two of the five years for which the complete course of studies lasts. The standard reached is not high, since the students tend to consider English as a time-consuming chore in comparison with, for them, the more importnt engineering subjects.

2.4.2 University studies

Many of the old faculties of philosophy and letters have now been divided into three separate faculties, one of which is philology (departments of classical studies, English philology, French, German and Italian philology). Numerically, the department of English philology is the most important; for example, in the Universidad Complutense de Madrid, the fifth and final year in the English department (daytime students) has just over 100 official students compared with 4 in the Italian department. The other departments fall between these two extremes. Now, from the beginning of the five-year course, students who wish to specialise in English will have the opportunity to study English language for three hours a week in the first and second years. What we might call the Honours School of English language and literature begins in the third year, when the students have, besides other subjects such as English literature, and history of the UK,

		Hours per week
	English language	3 hours
	Commentary on English texts	3 hours
In the fourth year they have:	English language (Theory)	3 hours
	English language (Practical)	3 hours

In the fifth year:	English language	3 hours
	Methodology of English language teaching	2 hours
	History of the English language	3 hours

Some of the other lectures, such as British life and institutions, British art, and the geography of the British Isles, are given in English by British lecturers, but this is fortuitous. In fact, at the moment, foreign staff, including British lecturers with British degrees, are finding it difficult to continue to work in Spanish universities owing to a law which demands that university teachers have a degree from a Spanish university, or a total convalidation of their foreign degree. This makes it extremely difficult for British, other European, and even some South and Central American teachers to remain in Spanish universities. The academic authorities want them to continue, but the Spanish Treasury is at the moment refusing to pay them. This situation should be alleviated by the Education Bill at present before the parliament.

2.5 At school Spanish pupils do not study English literature as a subject. What literature they do is usually used as a basis for language work rather than as a grounding in literary appreciation. In the Honours School of English at university level, English literature is taken in the 3rd, 4th and 5th years.

2.6 The Ministry of Education has a committee, with various sub-committees, which examines new text-books submitted to it and gives its official approval to some of them. It even goes so far as to suggest to the authors that they re-write various parts of their books. Even so, many teachers use the books of their choice, whether approved officially or not (see Appendices A and B).

2.7 English language teaching at school level is judged on continuous assessment and/or promotion tests set by the teachers at the end of each year. Failure to pass the exams of the EGB (Diploma of General Education) means that the pupil cannot go on to study at BUP level (see p.2); he would be given a Certificado de Escolaridad (Certificate of Schooling) and move on to Formación Profesional (see para 2). BUP students will have the emphasis on English language teaching and exams will be of the continuous assessment and term-end variety.

For COU, the examinations are not set by the Ministry, but are left to the discretion of the teacher, who is urged to put great emphasis on oral ability and continuous assessment rather than on one searching examination at the end of the academic year.

2.8 At university level, a great deal of importance is placed on English (or French, or German, or Italian) in the first two years of study there, prior to entering the Honours School. This is more theory than fact, since huge numbers and limited hours and equipment make it difficult to achieve a high standard. Classes of more than 200 students have been known to exist in the Universidad Complutense de Madrid, and, even in the Honours School of English language and literature, the academic authorities have thought fit to put together third year students of English and students of philosophy, who, of course, have a much slighter knowledge than their new classmates. The fact that student numbers are

constantly increasing is a major problem, as the number of teachers is now inadequate and so is the classroom space available (often more than 130 are crammed into a tiny lecture hall with only 60 seats).*

2.9 Inspection of teachers and teaching methods

2.9.1 Seven regional inspectors of secondary English have been appointed by the Ministry of Education. We still know little about the effectiveness of the various inspectorates, but their role will no doubt be redefined by the new Education Act.

2.9.2 At the moment the following departments exist:

EGB (Primary level): General inspectorate of primary education; but inspectors have not yet been appointed at this level, nor are there subject inspectors.

BUP (Secondary level): General inspectorate of secondary education, see 2.9.1.

University: As yet there is no inspectorate which functions, although there is always talk that this is about to be set up.

Escuelas Universitarias de Magisterio ('Escuelas Normales'): These training colleges for primary teachers now come under the aegis of the university administration; there is no working inspectorate as yet.

Adult education: General inspectorates of primary and secondary education take care of this, according to the needs. EG, the 'over twenty-fives', or mature students, who hope to get into the university come under the inspectorate of secondary education until they are accepted as university students.

Ensenanza Técnica Superior (Polytechnic University): No inspectorate exists as yet.

2.9.3 Private schools and academies of English: Some three years ago these were inspected by a team of ELT experts. Reports were made as to the quality of the teaching, methods and materials used; suggestions for improvements were made; comments on the service-conditions of the teachers (ie, being stood off in the summer, no Social Security) and the condition of many of the buildings were made. The reports have disappeared and nothing constructive has been done.

2.9.4 Scientific English is an essential part of the syllabus in the schools of Engineering and of Architecture (see above). Methodology depends heavily for the two years of English on direct translation (English to Spanish) and English conversation. The

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* According to the Ministry of Universities and Research, more than 714,000 (95 per 10,000 population) students were registered during the 1977-78 academic year, representing an increase of 381% over 1960. The increase in students of arts and philosophy (108,722 compared with 8,648 in 1960) is in the order of 1257% over the 1960-61 figure. Medicine has increased by 574%, law by 518% and economics and social science by 1070%.

standard is not high, as many students do not attend class frequently and consider English an 'evil'. Until recently many of the teachers were British, but over the last year there has has been a movement afoot to employ only Spanish nationals.

English classes are given in many faculties, eg, economics and medicine, but there is no central service English department, each one making its own individual arrangements to hire a teacher or teachers.

2.9.5 Commercial English is taught by the Escuela Oficial de Idiomas, Escuela de Formación Profesional and the Escuela Técnica Superior de Comercio, as well as by many private academies. The British Chamber of Commerce in Spain holds commercial English exams (at three levels) four times a year. Many people enter for these and the teaching of English in this field is obviously increasing.

2.9.6 Adult education: There is a scheme to give permanent adult education at primary, secondary and university level (the latter is for the 'over twenty-fives') for those people who, for a variety of reasons, were unable to have the benefit of an education in their earlier, more formative years. English is available at all these levels. The Ministry of Education regulates teaching by correspondence. The Open University (Universidad Nacional de Educación a Distancia) teaches by correspondence (6 teachers at 3 levels with more than 200 students each), by a fortnight's actual classes in the summer (these are reported to have lapsed), by radio (see Appendix C, Radio Nacional de Espana programmes), TV and vacation courses. The various adult education schemes are as follows:

Promoción Profesional de Adultos (Vocational upgrading for adults)	under the Ministry of Labour
Formación Profesional de Adultos (Vocational training for adults)	under the Ministry of Labour
Promoción Profesional Obrera (Vocational upgrading for skilled and unskilled workers)	under the Ministry of Labour
Formación Intensiva Profesional (Intensive vocational training)	under the Ministry of Labour
Formacion Profesional Acelerada (Accelerated vocational training)	Organización Sindical (Trade Unions)
Extensión Cultural y Educación de Adultos (Adult extension programme)	Ministry of Education
Universidad Nacional de Educación a Distancia (Open University)	Ministry of Education
Acceso a la Universidad para los alumnos con más de 25 anos. (University admission for the over 25s)	Ministry of Education

It is impossible to give even the most approximate figures as to how many people receive some form of English lessons in this field. Ministry officials, the big banks, insurance companies, industrialists, men in key positions (eg, the President of the Spanish Telephone Company) are often taught in private classes which are frequently arranged by the British Council.

2.10 Cambridge examinations in English (Diploma, Proficiency, First Certificate)

These exams are taken in Madrid and 15 other centres throughout Spain (see the list at Appendix J, which gives the locality of the centre and the name of its director; in Madrid, Barcelona and Valencia, the exams are arranged by the British Council). The table below indicates the figures for all candidates from Spain; DTEO students are shown separately in para 6.3.1. The entry has risen sharply by 36% for FCE and by 38% for CPE, comparing June, 1978 with June, 1979.

Cambridge Examination Results: All Spain

	December, 1977				June, 1978			
	Examinees	Pass	Fail	Abs	Examinees	Pass	Fail	Abs
FCE	473	235	191	41	1,665	1,082	466	117
Proficiency	207	129	71	7	420	186	141	93
Diploma	-	-	-	-	10	5	5	-

	December, 1978				June, 1979			
	Examinees	Pass	Fail	Abs	Examinees	Pass	Fail	Abs
FCE	546	294	187	65	2,599(36%)	1705	613	279
Proficiency	223	78	99	46	682(38%)	239	343	100

2.11 Radio and television

Quite a lot of time on Spanish radio, not only Radio Nacional Espanola, but also Radio Exterior de Espana and Radio ECCA (Centro Permanente de Adultos), is devoted to the teaching of English, see Appendix C for programme information. Some English classes have been given on Spanish television, but these seem to be sporadic. At the moment there are no foreign language programmes on television here.

There have been a number of distance education projects for English language teachers, including one for primary teachers and one for teachers in vocational secondary schools. There is also a programme, INBAD (Instituto Nacional de Bachillerato a Distancia) for those studying for the baccalaureate, which also uses radio programmes for its English teaching. There was a project for the Open University to provide teacher-training, involving language, literature and methodology, with which the Council was co-operating, but this has so far come to nothing through lack of funds.

3. Teachers of English

Owing to the much greater demand for English at all levels throughout Spain there is still a considerable need for more trained English teachers, especially at EGB level. There is also a need for fully-qualified teachers of English at secondary level, since although English departments in the universities are now full of students, the great majority of whom will go into teaching, the universities provide little or no specialist training in methods for language teachers. On the whole, it can be said that more training at every level of teaching is desirable.

3.1 Every year, on a reciprocal basis (the UK is currently offering 160 places), some 150 British students from university Spanish departments come to work for a year in Spanish secondary schools and Escuelas Universitarias de Magisterio (teachers' training colleges for EGB teachers). In 1979-80, some have been allocated to EGB schools, although this may not continue if it is not a success. At the same time, a number of British universities (Bangor, Birmingham Polytechnic, London) send their students to Spain for periods of about six weeks to do their teaching practice in preparation for post-graduate certificates in TEFL, or to gain similar qualifications.

3.2 Apart from the two groups mentioned above, a large number of teachers (British and English-speaking, ie, Americans, Australians, Canadians) work in commercial language schools and private English-medium and partially English-medium schools (see Appendices D - H). It is impossible to ascertain the exact number of such teachers. A number of British teachers also work in the Spanish universities and Superior Engineering Schools, and Schools of Architecture. Without undergoing the long process of convalidation (in the past, up to 7 years have been taken), foreign university degrees are not recognised in Spain, so it very much seems as though the days of non-Spanish degree holders in the Spanish university are numbered. Almost certainly within two years university teachers here will be required to hold a Spanish doctorate, but it remains to be seen what effects the harmonisation of labour legislation compelled by future entry to the EC by Spain will have on the employment of foreign university staff.

3.3 At the moment, the British Council subsidises British lectors/lecturers in Spanish university English departments at Oviedo, Bilbao, Madrid, Salamanca (3), Málaga and Barcelona (2). Under the scheme, the British Council tops up university salaries by up to £1,500 a year. At the time of writing, several other universities are applying for lectors under this scheme, the object of which is to ensure that good teaching staff can be retained by the various departments, especially those which have been recently instituted (eg, Córdoba, Alicante).

3.4 At the beginning of para 3.2, other English-speaking teachers were mentioned. In universities here there is a total number of five American Fulbright and other scholars teaching: James Hall in Universidad Central de Barcelona, Ruth Snyder in Oviedo, William Heath in Seville, Jim Hall in Deusto (Bilbao) and Ron Taubitz in the Universidad Complutense de Madrid.

To the above number of 'official' teachers must be added the large number of foreigners (including Chinese, Hungarian, Yugoslav, and a large etcetera) who are giving private lessons in English in most parts of Spain. As the Spanish authorities are tightening up on Work and

Residence Permits, Tax Declarations and membership of the Spanish Social Security Association, it is becoming more and more difficult to be an 'illegal' freelance teacher.

3.5 The British Council in Madrid and Barcelona is carrying out various programmes of teacher-training to help offset the lack of satisfactory TEFL training for teachers of English in the education system (see 3.6 below). If there were in the State sector a more systematic and adequate mechanism for teacher-training, there would be considerably more scope for British help, both in terms of training and seminars for teacher-trainers, and in terms of direct involvement in training colleges, institutes of education, or whatever institutions were used or set up for this purpose. The Council has initiated soundings with the Ministry of Education with a view to establishing a consultancy to draw up a framework for meeting Spain's needs in English for the future. It is also intended to institute summer schools in TEFL methodology at secondary level in July, 1980 in Madrid, and later, possibly elsewhere.

3.6 In the English-teaching world in Spain, everyone is waiting for the present Government (UCD = Union of the Democratic Centre) to present its Bill for Education to Parliament. This may radically change the structure of English language teaching and the preparation which future teachers may receive. At the moment, however, the prospective teacher of English may have the following training:

3.6.1 Escuela Universitaria de Magisterio ('Escuela Normal'). Primary Teachers' Training College: A three-year course designed for future teachers of 6 - 13 year-olds. The course consists of general subjects for the preparation of class teachers, including the English language. In 1969, it was the first time that a modern language (English or French) had been included in the syllabus of the Escuelas Normales. However, there was little expertise in ELT at that time. There has been a slight improvement in the intervening years, but nothing approaching the standard that today we could consider as proficient. The 3 hours per week devoted to English contain little methodology content.

3.6.2 Escuelas Oficiales de Idiomas (Official Schools of Languages): A four-year course in modern languages, including English. They have official students, who must complete the whole four-year course, and extra-mural students, who are admitted to the final exams without undergoing official tuition. The Escuelas teach only languages and are not normally involved in teacher-training. However, the fourth-year certificate (CAP) is a recognised qualification for up to and including secondary level teaching, and the final exam includes giving two lessons to a class for evaluation.

Certificado de Aptitud Pedagógico (CAP): This certificate is normally taken after 4 years by non-graduates who need a teaching qualification. The CAP qualifies such students for private schools, but is not an officially recognised qualification for State schools. (Graduates who hold the CAP are recognised as teachers, but the above certificate should not be confused with the Diploma de Aptitud Pedagógico obtained by graduates of ICEs for secondary teachers). The Barcelona Institute runs courses for CAP students (see para 6.3.2 below) of the Escuela Oficial de Idiomas. The examination there essentially tests teaching skills, but in Madrid it is language proficiency which is tested, with little attention

given to teaching methodology. The latter appears to be the more common pattern, but it is thought that unofficially, the CAP qualification is growing in academic estimation.

3.6.3 Institutos de Ciencias de la Educación (ICE): Some 28 of these have been formed as education departments for the major Spanish universities. The minimum entry requirement is a degree ('licenciatura') or doctorate for teaching at secondary and university level respectively. They were, until recently, under the central control of the Instituto Nacional de Ciencias de la Educación (INCIE), which acted as an administrative centre, responsible at least in part for the formulation and unification of teacher training policy. Under a reformation of the Ministry of Education & Science in 1979, the ICEs were assigned to the

Ministry of Universities and Research, while INCIE remained under the Ministry of Education. The future role of ICEs is unclear at the moment, but it seems likely that new secondary teacher-training colleges may be established.

At the moment, any teacher who wishes to take competitive exams ('oposiciones') to become a senior English teacher in a Spanish secondary school must have successfully completed the necessary ICE course. Without such a qualification it is not possible to become an 'agregado' or a 'catedrático'. The future of both the ICEs and of INCIE, which has up to now coordinated their policy, will no doubt be redefined by the new Education Act.

3.7 No one in the Ministry has been able to supply us with statistics as to the exact composition of the various teaching cadres or of the qualifications which would be recognised as conferring full professional status on a teacher. Many teachers in main Spanish cities go to the UK to attend language, literature and methodology courses during the summer vacation in the absence of training opportunities in this country.

3.8 The British Institutes in Madrid and Barcelona are running RSA courses for both their own teachers and for Spanish teachers of English. In alternate years, Spanish teachers in Madrid are registered for a 2-year part-time course; teachers of the Institute complete the course in one year. An RSA Certificate course began in Barcelona last year, for those teachers who have successfully completed the CAP course, also run by the Barcelona Institute. RSA remains the only postgraduate TEFL course in Spain available to Spaniards: the fees of teachers who gain places on the Madrid courses are paid for by the Ministry of Education, thus conferring a measure of official recognition for the Council's activities in this area.

3.9 In Madrid and Barcelona, the British Institutes have facilities for closed circuit television, language laboratories, audio studio, and English language teaching libraries which carry an ample selection of publications for reference and loan to teachers of English, as well as audio-visual materials for reference. Efforts to create fully integrated teachers' resource centres have so far been thwarted through lack of funds.

3.10 A spanish branch of the TESOL Association has now been set up and has held two very successful annual weekend seminars, with speakers and participants from many parts of Spain. Council ELT staff and British authors and publishers play a prominent part in these meetings, acting on the executive committee. It is still early to say whether this useful

initiative will be sustained, but the need for an association for teachers of English is keenly felt in Spain. Indications of the enthusiasm for any form of in-service assistance have been the regular attendance of 150 teachers at the weekly evening programmes initiated during the year 1979-80 at the Madrid Institute; similar programmes have been put on in Barcelona for the past 3 years and have recently begun at the Institute in Valencia. The ICE courses offered throughout Spain by staffs of the Institutes in Madrid and Barcelona are generally over-subscribed, and have had to be repeated at regular intervals.

4. Materials Support

4.1 Most schools in Spain are adequately supplied with the basic textbooks. What they have available in addition is largely dependent, partly on the interest of the teacher concerned, and partly on the reserves of the individual institution. On the whole, few schools have many supplementary materials, but teachers do make use of books other than the basic textbook, and particularly of cassettes and tapes. The basic textbooks are normally bought by the pupils. A number of British textbooks are used quite widely, but there is also a variety of textbooks produced by Spanish teachers, sometimes in collaboration with British colleagues, and published in Spain. These vary in quality, but even the best tend to have considerable weaknesses in certain respects (for control of the choice of textbooks, see 2.5 above).

4.2 In a given institution, there may not be much variety of material used (see 4.1 above). However, over the whole of Spain a wide range of Spanish and British textbooks is used (see appendices A and B for lists of recommended textbooks).

4.3 As has been mentioned, some use is made of supporting materials, especially cassettes and tapes. Some of the commercial language schools make use of a wider range of audio-visual material, but this is not normally the case in the schools. We have also mentioned that there is extensive production of textbooks in Spain, but very few of them have any accompanying materials.

Although publishers not infrequently ask us to become involved in materials production, the British Council as such is not officially involved at the moment. Some British Institute teachers have, however, been collaborating in the writing of textbooks for the local market. The authors of a major British four-part course aimed at a global market are on the staff of the Barcelona Institute.

5. English outside the Education System

It has been stated previously that there are many private commercial schools of English in most of the major cities of Spain. In addition to these there are eight official language schools (Escuelas Oficiales de Idiomas) in the following cities: Madrid, Barcelona, Bilbao, La Coruna, Málaga, Alicante, Valencia and Zaragoza, with branches in other towns nearby. As mentioned above (para 3.6.2), these official language schools give a four-year course leading to their own exam, which can be taken by both official and extra-mural students, and which provides a qualification for teaching.

5.1 A list of commercial language schools may be found in appendices D and E. These language schools range from exceedingly bad schools, employing unqualified teachers (eg. Filipinos called Ramos who suddenly become 'Mr Branch'), to a small number of schools in Barcelona and Madrid

which, from a professional point of view, maintain high standards. However, it is probably fair to say that few provide fully satisfactory pay and working conditions, employing as they do a large number of young people who wish to spend a few years in Spain, and also English speakers married to Spaniards who may not be entirely dependent on what they earn in order to live. These commercial schools clearly have some influence on the standard of English spoken in Spain, but it is hard to pinpoint any direct influence on, for example, the methodology and the materials used within the education system. Many of these schools concentrate on one particular area of English, principally 'business' or 'commercial' English. Some go even further and give a secretarial course which includes shorthand, typewriting and English, as they realise that many companies will be looking for secretaries with a command of English: this in its turn means much higher pay for the students concerned.

5.2 Some of the commercial schools specialise in the teaching of English for special purposes, see para 2.9.5 above, though we do not have specific information on them. A number of commercial language schools and individual teachers also give classes in companies and other organisations. Some of these are specifically geared to the special needs of the organisations, though in many cases the people concerned are more interested in learning English for general, social and cultural purposes, or to pass specific exams such as the Cambridge Diploma, CPE or FCE.

6. British Support for the Teaching of English

6.1 Staff

6.1.1 The Council has 4 L/A ELOs in Spain: English Language Officer, Spain; Deputy ELO; Directors of Studies at Madrid and Barcelona.

6.1.2 There are 9 L/A contract staff: Director of Studies, Valencia; 4 Lecturer/Supervisors at Madrid and 3 at Barcelona; Engineer/Supervisor, Madrid.

6.1.3 The DTE operations have some 90 L/E contract teachers: 42 in Madrid; 32 in Barcelona; 16 in Valencia. Teachers are on annual contracts varying from 6 hours per week to more than 25 hours.

6.1.4 The Council subsidises the salaries of 9 lectors/lecturers in the English Departments of Spanish universities (see para 3.3 above).

6.2 The numbers of other British nationals engaged in teaching in the public sector, mainly in university faculties and in private establishments, cannot be ascertained, but there are certainly several hundreds, many of whom are without recognised status.

6.3 The main work of the British Council ELT staff can be divided between direct teaching, which is done at the three Institutes in Madrid, Barcelona and Valencia, and assistance to the public sector.

6.3.1 DTEOs: The Council teaches some 2800-2900 students at Madrid, over 2000 in Barcelona and some 1400 in Valencia. The Institutes at Madrid and Barcelona are virtually working to full timetables with no surplus accommodation for extra students; the Valencia Institute has spare capacity. Classes have been offered

continuously since the early 1940s in the two former Institutes; the Valencia Institute was in private hands from 1954-1978, when the Council resumed full control with the former owner as Director, and a L/A contract lecturer as Director of Studies.

The DTEOs fulfil a need for quality English teaching not yet provided for in the public sector of education. At the same time they permit the Council to make available considerable resources beyond the DTE teaching operations. These resources, so far as ELT is concerned, are directed at providing assistance for teacher-training and, as a second priority, for development in English studies at the universities.

The Cambridge examinations, which are taken by increasingly large numbers of students in Spain, have provided a useful target for language teachers and students. The Council's DTEOs all have syllabuses aimed at taking students from an elementary level as far as the Cambridge Diploma examination. Very many students do not pursue their studies beyond an intermediate level, but of those who persevere to the First Certificate, Proficiency, and Diploma examinations, a high level of passes is achieved:

Cambridge Examination Results : DTEO-recommended students

		Madrid	Barcelona	Valencia
June 1979	FCE	61.25%* (71% overall)	85.1% (74.5%)	85.1%
	CPE	78.9% (67.5% ")	71% (59.4%)	-

In the Diploma examination, June, 1979, 100% passes were recorded for both Madrid and Barcelona (14 candidates out of 14 entering). Special-purpose English classes have been run in the past at both Madrid and Barcelona Institutes. The main demand, however, continues to be for general English courses, in which students can be allocated to classes precisely matching their levels of ability. Attempts to organise ESP groups have been hitherto frustrated by organisational problems: ESP demand clashes with the peak demand for general groups. Until more space is available at the main Institutes it will be difficult to implement courses for such categories of students, although planning for a limited number of ESP courses, eg, medicine, has been initiated.

6.3.2 Non-DTE Support in ELT

Teacher-training: The magnitude of DTE operations enables a considerable force of ELT staff to be deployed outside the Institutes: D/ELO and Lecturer/Supervisors in Madrid and Barcelona spend a substantial proportion of their time on teacher-training duties, both within the Institute and throughout Spain. In-house teacher-training includes highly successful RSA courses in TEFL

* The figure consists of the number of students who were recommended by teachers to sit the exam. The 'overall' figure includes students considered as borderline or unlikely to pass.

methodology for both Spanish teachers and Institute staffs. The Barcelona Institute also runs methods courses for Spanish secondary teachers who are enrolled for the CAP course of the Escuela Oficial de Idiomas (see above para 3.6.1). Two of the courses are in-house, and one at the Escuela Oficial de Idiomas. Student fees for courses in Madrid are paid for by the Ministry of Education. All the Institutes have a regular evening programme aimed at improving teachers' familiarity with ELT methods and teaching materials. Facilities are available for teachers to see print and filmed materials at the Institutes and to discuss these with the ELT staff (but see para 3.9 on the absence of a resource centre).

Extra-mural work is organised mainly through the ICEs of the various provinces and cities throughout Spain. Short courses are given by Institute staff; they are usually over-subscribed and have had to be repeated at several places. Barcelona staff give methods courses in Catalonia, normally geared to the CAP qualification. There is an enormous demand for TEFL in-service training courses not by any means satisfied by arrangements hitherto organised by the Ministry of Education. The main problem posed for the Council is the absence in the State sector of any well-defined training system to which we could respond for improving and further contributing assistance other than through existing activities and by awards for attendance at UK courses. It is planned to hold a summer course for senior teachers and inspectors this summer with a view to improving knowledge of curriculum development and syllabuses. An informal proposal has also been made for a consultancy visit to discuss language policy with the Ministry of Education. The recent turbulence caused by modifications to the status of the universities, and the new Education Bill, coupled with moves towards political autonomy which will have implications for education policy, especially language teaching, make Council initiatives at the time of writing seem premature; institutions at all levels have had intermittent strikes throughout the past year which as yet show no sign of abating.

6.3.2 Assistance for English studies

The main form of assistance to English literature departments of Spanish universities is in the exchange of persons. Specialist tourists have taken part in annual conferences, especially the Association of English and North American Studies in Spain (AEDEAN) and the English Weeks held at Oviedo and other university cities. The Encuentros Snakespeare are bi-annual conferences held at Valencia with international participation. The Council made capital grants to the Shakespeare Institute at Valencia University to enable it to become established. As well as training research scholars and maintaining close relations with the Shakespeare Institute of the University of Birmingham at Stratford and other institutes overseas, a Spanish translation of King Lear was produced last year, and more translations are forthcoming. The lectors and lecturers subsidised at university English departments have already been mentioned (para 3.3 above). More than 30 bursaries are awarded each year for teachers to attend courses in language and literature in UK or to do research, and Council Scholarships are awarded for longer postgraduate studies (2 in 1979/80).

Other activities

MFA Scholarships: In 1979/80, the Council funded 25 awards for 4th-year university students to attend 6-week courses in English in Britain (more than 700 applications were received by the Ministry of Foreign Affairs for these awards).

Book trade: ELT staff work in close collaboration with the representatives of British publishing houses. Exhibitions of British books invariably accompany the Council's ICE and English Week activities. The Council's advice is constantly sought with reference to the ELT market in Spain. Publishers sponsor regular demonstrations and lectures by their authors at all the Institutes: new ELT books are launched at the Institutes. A recent spectourist for the AEDEAN conference (see 6.3.2 above) was part-funded by a publisher, and publishers have offered financial assistance for the proposed teacher-training courses run by the Council.

Repeat After Me (RAM), formerly English Without Tears, is a light-hearted revue which nonetheless teaches and highlights selected functions and problematic structures in English through dramatic presentation. Films, and sometimes lectures and book exhibitions, sometimes accompany RAM performances which take place at Spanish cultural centres, Escuelas Oficiales de Idiomas, as well as forming part of university English Weeks and ICE courses.

Association of British Schools in Spain: This was formed at the suggestion of the Council and is now in its third year of existence. The Council liaises with the Association and was responsible for coordinating recent inspection visits by HM Inspectors of Schools to validate standards in English-medium schools throughout the country. The Council recently provided the venue for a seminar on 'Bi-lingual Education' organised by the Association.

GCE centres: ELT Section supervises the GCE centres in Spain, of which there are now thirteen. Inspection visits are carried out and liaison with the UK organisers is a Council responsibility.

Centro Piloto: Teachers have been allocated from the Madrid Institute to act as demonstration teachers for TEFL at two schools in Madrid. The project, organised by the ICE, is now virtually moribund and was not followed through by the originator. It has involved French and German teachers, as well as our own.

7. American Support for the Teaching of English

7.1 American funding for educational assistance, currently running at approximately $6 million per annum, has not risen in real terms since the compilation of the previous ELT Profile in 1972. No special funds are earmarked for assistance to ELT: there is no ELT Officer for Spain on the American side, any assistance being handled by the Cultural Attaché's Office.

7.2 The number of Fulbright staff mentioned above, para 3.4, is likely to be reduced to 3 next year. There are 10 researchers under Fulbright auspices, but none is in the field of TEFL.

7.3 There are now only two American Institutes (Centro Cultural de Los Estados Unidos) in Spain: in Madrid and Barcelona, respectively. Barcelona has some 4,500 registered students and Madrid some 3,400, but the future of these institutions seems unclear. Courses are organised in 3-month units, from beginners' classes upwards. The courses span 4½ years, leading to the TOEFL test which is the pre-qualifying examination for entry to courses at US universities.

Courses are mainly for general purpose English, although 30-hour monographic courses are given in special subjects, e.g. American history, geography, literature, film, for advanced students, and containing a language element.

7.4 The International Institute, Madrid, no longer provides classes in English, but it hosts the TEFL courses provided by the University of Southern California. These are aimed primarily at involving Spaniards in USC classes for courses other than ELT. They are put on in 3-month units by teachers who are locally contracted.

7.5 The Asociación Cultural Hispano-Norteamericano, (ACHNA), funded by the Fundación Ponce de Léon, runs English classes for approximately 500 students. The US Ambassador and his Public Affairs Officer are on the board of the Fundación, but as yet no Director has been appointed.

7.6 The American-based TESOL Association formed TESOL (Spain) in 1978, see para 3.10 above. This could be influential in TEFL affairs in Spain so long as interest is maintained and an appropriate involvement made of Spanish professional staff.

8. Current Research and Bibliography

8.1 A major research project in teaching methodology was initiated in 1979. It involves a Council ELO and the staff of the Institute in Madrid, investigating the efficacy of Community Language Learning with beginning students. Six classes and their teachers and co-ordinators are working on the project which should reach its conclusion later this year.

8.2 Trials were carried out this year of new Council DTE-orientated placement tests by staff of ELCD. The facilities and span of students at the Institutes in Spain make them ideal locations for researches of the above types.

8.3 Video-films have been made of teaching practice in schools for the London PGCE course tutors. Our own Institute teachers have been intensively filmed in connection with the CLL project (8.1 above). Plans are on hand for a series of filmed dialogues to accompany Institute classroom materials. A tape-slide presentation has been made to orientate Institute students in the use of the Council Library.

8.4 Advice and assistance have been given to the University of Córdoba in a phonetics research project conducted by the English department.

8.5 Among recent publications have been

8.5.1 Estudio de Opiniones y Actitudes Hacia el Aprendizaje de Idiomas de los Alumnos de la Escuela Oficial de Idiomas de Madrid (1977) pp 270. Escuela Central de Idiomas, Madrid 1978.

8.5.2 Investigación de los Intereses de la Población Madrilena en Torno al Estudios y Aprendizaje de Idiomas, (1977) pp 315 Escuela Central de Idiomas, Madrid 1978.

8.5.3 Educational Research in Spain INCIE - ICE 1974-78, Ministry of Education and Science, Madrid 1979. (Translation by Veronica Riley, of the British Institute, Madrid.)

8.5.4 Teacher Education in Spain, J.E. Bourke (1973). Committee on Overseas Professional Qualifications, Canberra.

9. General Statement

Main strengths and weaknesses of present ELT situation.

9.1 Although financial allocations to education have been substantial in the past few years, the planning necessary for development has been constantly impeded by uncertainty over the future of Spanish institutions, by the pressures from various quarters for autonomous government and the fears of political disintegration, by bureaucracy and outmoded attitudes. Every aspect of education is subject to the resulting hesitancy of purpose: the elections of 1979 brought about wholesale changes in personnel, but new policy objectives have yet to be defined. Attempts to legislate for university autonomy have met with violent reaction on the campuses; there is widespread unease about the Education Bill which has become the object of conflicting political ideologies in the country; division of the former Ministry of Education and Science into two ministries, one responsible for primary and seconiary, and the other for tertiary education, has in some areas, such as the important ICE network, caused a policy vacuum which may affect the Council's efforts in assisting in-service teacher-training in the near future.

9.2 Much importance is attached to education generally in Spain, but in the face of critical political developments, it seems likely that it will be some considerable time before increased priority and funding will be given to this area of government. Within the curriculum, moreover, modern language teaching has not so far received a great deal of attention or resources. It remains to be seen whether Spain's approach to the EC will markedly change these circumstances.

9.3 The main technical weaknesses in the ELT situation are

9.3.1 lack of long-term planning, resulting in improvisation at all levels;

9.3.2 inadequate training and provision of qualified teachers;

9.3.3 absence of curriculum/materials development centre;

9.3.4 an embryonic subject inspectorate, which exists only at secondary level;

9.3.5 no central point of reference with responsibility for ELT development in the public sector.

The main problem for the Council is to identify adequate channels for its potential input of ELT assistance in view of the weaknesses of the State system of education and teacher-training in particular.

Allied to this is the relatively small number of people with really sound background in the practical as well as theoretical aspects of TEFL and applied linguistics. Owing to the weakness of the teacher-training system, and the fact that many teachers go to British Council and other summer schools for teachers of English, there are teachers who have some familiarity with the more theoretical aspects without ever having done a really comprehensive course in practical ELT methodology. These limitations probably apply equally to the incipient English Language Teaching Inspectorate.

Other important areas of need are the syllabus at all levels within the system, which, at EGB level is overloaded, and which at later stages tends to be vague and somewhat out of date, and the extreme difficulties under which teachers in the school system usually have to teach, with classes of up to or exceeding forty pupils. Another problem within the school system is the fact that a pass in English is not always a sine qua non for promotion to the next level. If English is considered as a major subject (and it is infrequently so held at school level) then a pass is necessary before the pupil can be enrolled in the following course. If it is not given the status of a major subject the pupils can enrol in the next level with the proviso that English at the preceding level(s) must be taken and passed 'sometime'.

At university level, the teaching of English in English departments is often beset by the lack of special training of those teaching it, and in many places by the enormous number of students in a class, often of inadequate size (eg, the third year students in the English department of the Universidad Complutense de Madrid this year number 185 'official' students, not counting the hordes of extra mural students who will flock in for the final exams in June 1980.)

A feature of the ELT situation affecting British Council operations within the education system (which is different in Spain to the situation of many other countries) is the fact that there is no section of the Ministry with a specific responsibility for the teaching of English. As the inspectorate develops, something of this kind may come into being, but at present our information on and participation in projects concerned with ELT is either through the institute of education of the universities or through incidental contacts who happen to be involved in a given project.

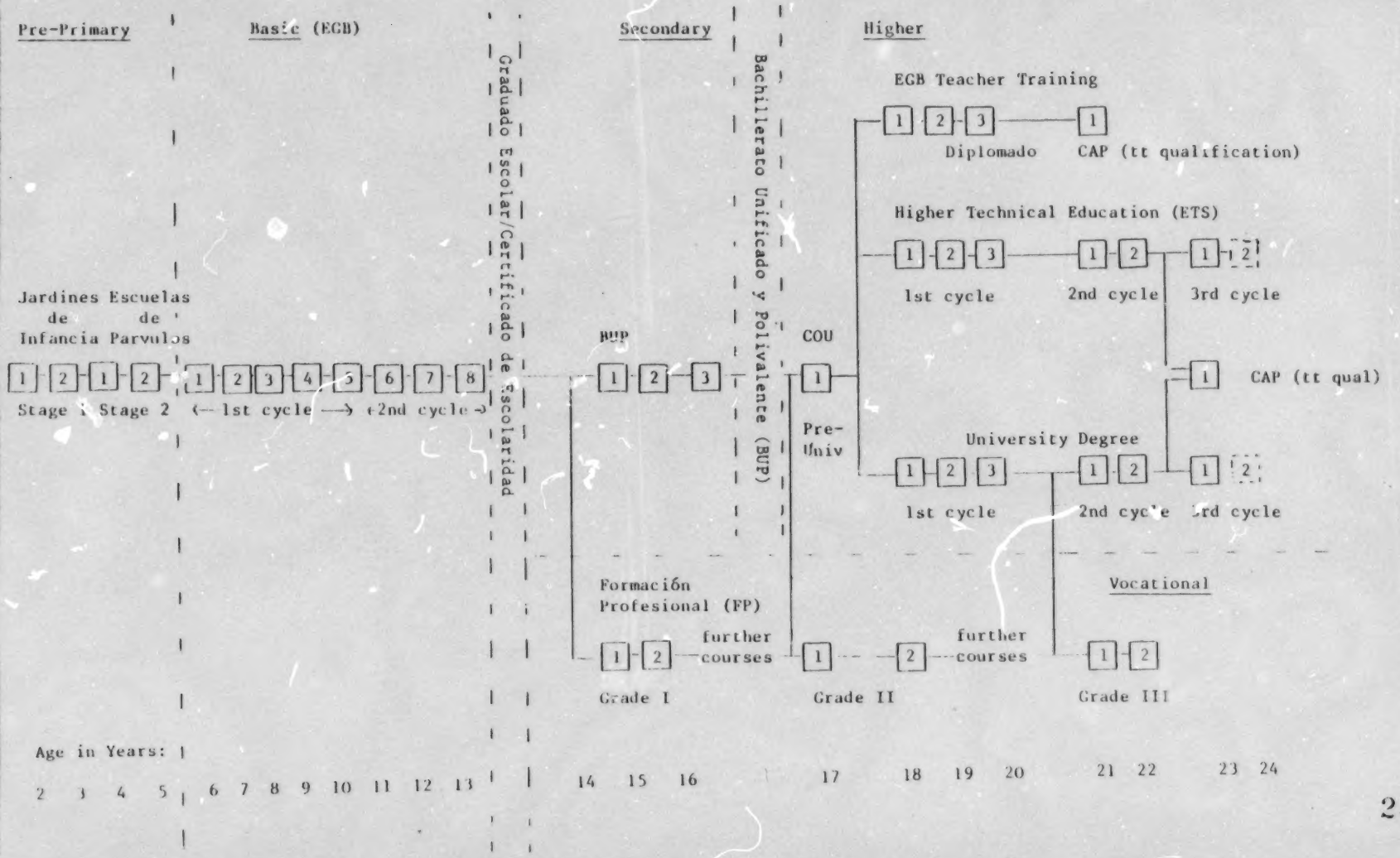
9.4 The strengths of the present ELT situation do not present such a coherent picture as its weaknesses. There is, however, good work being done throughout the country by the largely uncoordinated efforts of individual ELT staff. The Council's services are in constant demand from every part of Spain for ICE courses, English Weeks, contributions to seminarios permanentes (groups of teachers, locally organised for professional discussion), and the more traditional lectures to faculty staff and students.

There is widespread recognition of the urgent need for training; efforts made to fulfil the need attract an immediate and enthusiastic response. In the first year of our ELT-oriented evening Institute programmes, for example, the Madrid Institute regularly attracts audiences of 150, and for special guest speakers, capacity of 190 is reached. Another measure of interest in ELT

is the response achieved by publishers for their materials: at least 3 British publishers maintain field representatives in Spain, and one is shortly to recruit a second. All our contacts in the publishing field report a booming market for their ELT books.

Another strength, from our point of view, is the Spanish expressed preference for things British, including the model for English. The proximity of our two countries enables a considerable two-way movement of visitors of all kinds, so that contacts at all levels can be close. When our assistance is offered then, whether it be in the shape of scholarships for studies in UK or in training projects, such as our proposed summer school, we can depend upon a sympathetic response and an open discussion of the pros and cons of our activities which lead to constructive conclusions.

THE EDUCATION SYSTEM OF SPAIN (NEW STYLE)



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LIST OF APPENDICES

A: Select list of books used for teaching English at EGB (primary) level in Spain.

B: Select list of books used for teaching English at BUP (secondary) level in Spain.

C: English programmes on Spanish radio.

D: Some ELT establishmnts in Spain.

E: Some ELT establishments in Madrid.

F: English medium schools in Spain.

G: English medium schools in Madrid.

H: English medium schools in Andalusia.

J: Cambridge centres in Spain.

K: Glossary of terms used in Spanish education.

Select list of books used for teaching English at EGB (primary) level in Spain.

A. Published in Spain

1. Inglés. S. Gepp, I. Coles, J. Shottor, ed W. Toribio, Books 1-3, Santillana, Madrid, 1975-77.

2. Fantasy. W. Toribio, Mangold-Santillana, Madrid, 1979.

3. Target. L.G. Alexander, Vols. 1-3, Alhambra-Longman, Madrid 1972-78.

4. V8. A Graded Course for Spanish-speaking children, Books 1-3, Alhambra, Madrid, 1979.

5. Peter and Molly. G. Broughton, BBC/Ed. Alhambra, Madrid, 1972.

B. Published in UK

1. Look, Listen and Learn. L.G. Alexander, Books 1-4, Longman, London, 1968-71.

2. Active Context English. E. Brinton et al, Macmillan Educational, 1971-73.

Select list of books used for teaching English at BUP (secondary) level in Spain.

A. Published in Spain

1. This is the Way. L. Alberdi, SGEL, Madrid, 1976.

2. It is Up to You. G. Chapelle, Hakette-SGEL, Madrid, 1975.

3. English 80. J.G. Ollero, Alhambra, Madrid, 1975.

4. Inglés de BUP. S. Gepp, I. Coles, J. Shottor, ed W. Toribio, Santillana, Madrid, 1975-77.

B. Published in UK

1. Access to English. M. Coles and B.D. Lord, Books 1-6, OUP, London, 1975-79.

2. New Concept English. L.G. Alexander, Books 1-4, Longman, London, 1967-71.

3. Strategies. B. Abbs, Longman, London, 1979.

   Starting Strategies, idem, 1977
   Building Strategies, idem, 1979

4. Kernel Lessons Intermediate. R.J. O'Neill, Longman, London, 1973.

5. Kernel Lessons Plus, idem, 1974.

6. Mainline. L.G. Alexander, Books 1-4, Longman, 1974-77.

Appendix C

Nov. 79

Radio Nacional de España

Programas Educativos

Casa de la Radio
Prado del Rey
Madrid

Cursos de idiomas

(Del 1 de Octubre 1979 a 30 Junio 1980

La vuelta al mundo en Ingles - (De lunes a viernes: 7.15 horas)

Del 1 de Octubre 79 al 7 Febrero 80 ..... Lecciones 11 a 100

Dia 8 de Febrero al 30 de Junio ..... Lecciones 1 a 97

Curso de Ingles - (De lunes a viernes: 8.15 horas)
Sabados: Repase su curso de inglés: 9.15 horas

Del 1 al 15 de Octubre ..... Lecciones 25 a 34 de 'Now and then'

Del 16 de Octubre al 28 Diciembre ..... Lecciones 1 a 52 de 'Llamada a los principiantes'

Del 31 de Diciembre a 25 Febrero 80 ..... Lecciones 1 a 40 de 'Getting on in English'

Del 26 de Febrero al 16 Abril ..... Lecciones 1 a 34 de 'Now and then'

Del 17 de Abril al 27 de Junio ..... Lecciones 1 a 50 de 'The missing jewel'

Dia 30 de Junio ..... Repetición lección 50 de 'The missing jewel'

Appendix D

Some English language teaching establishments in Spain

ALICANTE

/Centro de Estudios Superiores
Avda de Denia s/n

Escuela Oficial de Idiomas
Escuela Nautico Pesquera
Muelle Pesquero
Alicante
Tel: 28 00 55

/Inlingua
Avda Méndez Núnez 45

/Instituto de Idiomas Modernos
Avda de Denia s/n
Tel: 26 68 00

AVILES

Academia de Idiomas Modernos
Generalisimo Franco 28-3o
Tel: 56 41 98

Anglo School
López Ocana 9-1oC
Tel: 56 20 70

/English Centre
José Antonio Primo de
Ribera, 10-2o
Tel: 56 14 75

BARCELONA

The English Circle
Consejo de Ciento 280, Pral
Barcelona 7
Tel 318 87 03

Escuela de Idiomas Modernos
Universidad de Barcelona
Avda José Antonio 585
Barcelona 11
Tel: 203 37 58

Escuela Oficial de Idiomas
Avda García Morato s/n
Barcelona 1
Tel: 242 54 04 and 329 34 12

Escuelas de Idiomas Berlitz de
Espana, SA,
Paseo de Gracia 59
Barcelona 7
Tel: 215 01 00

Assimil
Rambla de Cataluna 94
Barcelona 8
Tel: 215 04 24

Centro Influencia Católico
Via Augusta 205
Barcelona 21
Tel: 200 11 33

Dublin School of Englisn
Via Augusta 161-163
Barcelona 21
Tel: 211 88 26

ESADE (Escuela Superior de
Administración y Dirección de
Empresas)
Avda de la Victoria 60-62
Barcelona 34
Tel: 203 78 00

Eurolingua
Pedralbes 6
Barcelona 21
Tel: 211 23 43

Glossa
Rambla de Cataluna 78-2o
Barcelona 8
Tel: 215 19 87

Instituto de Estudios
Norteamericanos
Via Augusta 123
Barcelona 6
Tel: 209 69 19

Interlog
Roselló 199
Barcelona 36
Tel: 218 26 58

International House
Trafalgar 14, Pral
Barcelona 10
Tel: 318 84 29

Eurocentros, Institutos Mangold
Rambla de Cataluna 16, Pral
Barcelona 7
Tel: 301 25 39 & 302 48 31

London Language Centre
Muntaner 184-186, Pral
Barcelona 36
Tel: 239 32 41

Linguarama Ibérica SA
Gran Via Carlos III, 84
Barcelona 28
Tel: 330 80 13

St George's English School
Dr. Amigant 15
Barcelona 17
Tel: 203 88 26

York House
Muntaner 479-483
Barcelona 6
Tel: 211 07 54 & 211 32 00

Inlingua
Rambla de Cataluna 33, Barcelona 7
Tel: 318 23 38
Via Augusta 83
Barcelona 6
Tel: 217 79 35

BARCELONA (Province)

Inlingua Idiomas
Paseo de las Rocas s/n
Calella (Barcelona)

AULA
Calle de las Flores 1
Vic (Barcelona)
Tel: 885 19 84

FIAC
Les Valls 10-2o
Sabadell
Tel: 725 21 36
Mayor 19, Pral, Tarrasa
Tel: 788 55 03

FRETA
Calle Amalia 25
Mataró

International House
Escuela Industrial 12
Sabadell
Tel: 725 70 00
Balmes 29, Mataró
Tel: 796 01 25
La Rasa 50, Terrasa
Tel: 782 11 65

BENIDORM
Inlingua
Alameda 7-2o
Tel: 36 06 80

BILBAO

Assimil
Rodríguez Arias 43
Avda de la Argentina 31
Baracaldo
Tel: 441 48 92

"Britannia" Centro de Inglés
Bandera de Vizcaya 3-6o
Bilbao 8
Tel: 443 66 42

Cursos de Idiomas
Cámara Oficial de Comercio
Industria y Navegación de Bilbao
Rodríguez Arias 6
Tel: 423 85 46

/English Institute
Sombrería 6-1o
Tel: 463 66 58 (to 6 pm)

/Escuela Oficial de Idiomas
Plaza de San Pedro s/n
Deusto-Bilbao
Tel: 435 49 72

/Escuelas de Idiomas Berlitz
de Espana SA
Gran Via
Diego López de Haro 22-2o
Tel: 424 57 90

/Inlingua
Colón de Larreategui 38-1o
Bilbao 9
Tel: 21 36 88

BURGOS

/Inlingua
Plaza Alonso Martínez 7

CADIZ

International House
Cánovas del Castillo 33
Tel: 22 24 25

/The English School
Plaza de Espana 14
Tel: 22 52 14

CALPE

Laboratorio de Idiomas
Avda Ifach, 5 pta. 7
Edificio Goya
Tel: 83 14 45

CIUDAD REAL

Academia de Idiomas
General Aguilera 5-2o Izq

/La Casa de Idiomas Modernos
Calatrava 4-2o
Tel: 22 21 02

The English Academy
c/Menéndez Pelayo 1
Puertollano

CORDOBA

International House
(Academia Británica)
Rodríguez Sánchez 15
Tel: 22 40 68

LA CORUNA

Escuela Oficial de Idiomas
c/Zalaeta
Tel: 20 27 53

ELCHE

/Lenguas Attika
Mariano Benlliure 2B
Tel: 45 26 91

The English Centre
Canónigo Torres, 4-1o
Elche (Alicante)
Tel: 45 84 01

GERONA

/Inlingua
Avda Jaime I, 46

International House
c/Minali 12 Pral

GIJON (Asturias)
Lawton School
Cura Sama 7
Tel: 34 96 09/34110 84

Academia de Idiomas Modernos
Corrida 16-3o
Tel: 34 90 03

/Circulo de Idiomas
San Bernardo 48-2o
Tel: 34 87 46

/Oxford Academy
Trinidad 4-2o
Tel: 35 23 86

/Hibernia School
Muralla 7-1o Dcha
Tel: 35 22 30

Idiomas META
Concepción Arenal 10

/Inlingua Marqués de San Esteban 16
Tel: 35 6 93

GRANADA

Academia CEL
Antonino 6
Tel: 25 79 49

Idiomas Ganivet
c/Angel Ganivet 6
Aptdo 343
Tel: 22 61 82

/Inlingua
Plaza Nueva 13

Instituto de Lenguas Modernos
Puerta Real 1
Tel: 22 55 36

HUELVA

International House
Queipo de Llano 19
Tel: 21 65 29

IBIZA

Mr Robert Toole
Aptdo 34
Santa Eulalia del Rio
Ibiza

IRUN

/Inlingua
Joaquin Camoa 2-1oA
Tel: 34 87 46

JAEN

British Centre
Obispo Estuniga 1-1o
Tel: 22 19 29 & 23 25 07

LAS PALMAS DE GRAN CANARIA

Benedict School
Tomás Morales 54
Tel: 37 19 57

Inlingua
Paseo de Tomás Morales 28
Tel: 36 06 71

LEON

Academia de Idiomas Modernos
Padre Isla 2-4o
Tel: 24 22 15

Inlingua
Joaquín Costa 2
Tel: 22 24 00

LERIDA

Inlingua
Alcalde Rovira Roure 29-bajo
Tel: 24 25 97

LOGRONO

/Inlingua
General Mola 47

MALAGA

Inlingua Idiomas
Plaza de las Flores 3-3o
Málaga 5
Tel: 21 57 52

Escuela Oficial de Idiomas
Po de Martiricas s/n
Tel: 27 25 02

MARBELLA

/Oxf
Inlingua
Avda R. Soriano 4-2o
Tel: 77 49 42

MIRANDA DE EBRO

/Inlingua
Francisco Franco 1-1o

MONDRAGON

/AHIZKE-CIM
Escuela Profesional Politécnica
Tel: 79 14 45

MURCIA

Inlingua
Alejandro Seiquer 11
Tel: 21 08 39

/Academia Climent
Jaime I el Conquistador 9

OVIEDO

Instituto IFA
San Francisco 17-2o
Tel: 31 81 96

Victoria English-Speaking Club
Nueve de Mayo 18-1o Izq
Tel: 22 15 75

CAPEL
Asturias 5-1o
Tel: 23 85 35

The Cambridge School of English
Independencia 7-1o
Tel: 24 02 83

PALENCIA

Sonylang
Patio Castano 4
Tel: 74 43 40

PALMA DE MALLORCA

Academia de Idiomas
(Sr. D. Nicolás Pons)
Isaac Peral 72
Ca'n Picafort

/Escuelas de Idiomas Berlitz
de Espana SA
Via Alemania 28 y 30
Tel: 21 41 67

Escuela de Idiomas del
Mediterraneo
Montesión 24
Tel: 22 52 48

Instituto de Lenguas
Modernos del Estudio
General Luliano
San Roque 4
Tel: 21 19 88

/Inlingua
31 de Diciembre 7-2oA

PAMPLONA

International Language
Study Centre
Plaza General Mola 3
Tel: 23 49 23

/Newton
Calle Estafeta 60-2o

PUERTO LLANO

The English Academy

REUS (Tarragona)

/Inlingua
Arrabal Santa Ana 44

The British School Group

/International House
Llovera 47-2o
Tel: 30 35 62

SALAMANCA

/American Institute
Vázquez Coronado 3-2o
Tel: 21 74 35

/Centro Británico
c/Bordadores 1
Tel: 21 48 37

SAN SEBASTIAN

Academia de Idiomas Lacunza
Urbieta 14-1o
Tel: 42 77 07

Centro de Idiomas Modernos
Legazpi 6-2o
Tel: 27 27 96

/Inlingua
Hernani 8

SANTANDER

CAVILMO
Cuesta 2 y 4-3o
Tel: 22 55 86

Inlingua
Rualasal 23
Tel: 22 34 66

SANTA CRUZ DE TENERIFE

/Inlingua
Teobaldo Power 11

SEVILLA

The British Institute
Federico Rubio 14
Sevilla 4
Tel: 22 02 40

Academia Assimil
Virgen de Luján 30-A
Tel: 45 55 15
Cuna 16
Tel: 21 38 11

Interschool
Virgen de Consolación 20
Sevilla 11
Tel: 27 63 11

Academia Rolleston
Francisco Díaz 1
Dos Hermanas (Sevilla)
Tel: 72 12 52

SORIA

Eurospan, International
Centre
c/Sta Maria 2
Soria
Tel: 21 32 4/41

TARRAGONA

British School Group
Prat de la Riba 6
(Galerias Minerva)
Tel: 21 16 05

/Inlingua
Rambla Generalísimo 3

TOLEDO

The English Centre

VALENCIA

The British Institute
Pascual y Genís 12
Valencia 2
Tel: 21 65 16

/Academia Assimil
Hospital 2
Valencia 1
Tel: 332 06 17

/Club de Idiomas
Calvo Sotelo 9
Valencia 2
Tel: 322 50 81

Escuela Oficial de Idiomas
Llano de Zaidia 19
Tel: 340 50 22

Escuelas de Idiomas Berlitz
de Espana SA
Lauria 20
Valencia 2
Tel: 322 24 94 & 321 67 09

/Inlingua
Ribera 13

Mengold Instituto:
Pasaje Rex, Valencia
Tel: 322 77 14 and 321 43 75
Santo Duque 7, Gandia
Tel: 287 31 16
Cervantes 3, Bunol
Tel: 250 00 81
Progreso 2, Puerto de Sagunto
Tel: 247 29 79
Dos de Mayo 150-2o, Onteniente
Tel: 248 08 59
Colon 12, Liria
Tel: 278 04 51
Juan XXIII 9, Alcudia de Carlet
Tel: 254 10 53

Academia Cervantes, Cavals
Tel: 224 02 86
Pasaje Juan Segura, Algemesi
Tel: 242 14 72

The Oxford Centre
Alvaro de Bazán 16-18
Valencia 10
Tel: 369 19 80

VALLADOLID

Audiorama
López Gómez 28
Tel: 22 18 94

Academia de Idiomas Modernos
Miguel Iscar 7-3o y 4o
Tel: 22 95 53 & 22 52 74

Loyola Laboratorio de Idiomas
Calle Pólvora 11
Tel: 29 13 84

Sonylang
Paseo de Isabel la Católica 7, bajo
Tel: 33 06 59

The English Centre
Santiago 13
TEl: 22 90 49

VENDRELL

The British School Group

VITORIA

/Delta
San Antonio 41
Tel: 23 08 16

Inlingua
Postas 6

VIGO

CIAL (Centro Internacional
de Aplicación Linguística)
Montero Ríos 22-1o
Tel: 22 43 42 and 22 44 03

/Centro Ucha de Idiomas
Príncipe 57

The English Institute
Gran Vía 54
Tel: 41 18 78
Marqués de Valladares
Tel: 22 67 45

VILLANUEVA Y GELTRU

British School Group
Rambla del Caudillo 90-2o, 3a
Tel: 893 06 44

VIZCAYA

/Inlingua
Avda Generalísimo 5
Eibar

ZARAGOZA

The English Centre
Don Jaime I, 19
Tel: 21 71 01

Escuela Oficial de Idiomas
Domingo Miral s/n
Tel: 35 72 89

Centro de Idiomas Oxford
San Miguel 16 principal
Tel: 22 18 10

/Inlingua
Costa 2

/We have not been able to confirm details of these Institutes.

Some English-Teaching Establishments in Madrid

Academia Nacional Politecnica
Carrera de San Jerónimo 11, Madrid 14.
Carretas 27, Madrid 12.
Tel: 232 75 35
Languages: English, French, German
Minimum age of entry: Adults only
Examinations: Internal

American Institute
Plaza Tirso de Molina 20-2o Dcha, Madrid 12
Tel: 239 17 45
Director: Delfin C. Marshall
Director of Studies: Mary Kent
Languages: English
Examinations: All levels and types.

Asociacion Cultural Hispano-Norteamericana
San Bernardo 107, Madrid 8
Tel: 447 19 00
Director of Studies: Dr. Ronald Taubitz
Languages: English
Internal, ALIGU

Assimil
Goya 20, Madrid 1.
Tel: 275 53 02
Director of Studies: Mr. Paul Mallea
Director: Sr. D. José María Rico Tejedor
Languages: English, French, German, Russian, Italian, Spanish, Portuguese, Arabic

Berlitz Idiomas
Avda José Antonio 80, Madrid 13. Tel: 241 61 04
Avda Generalisimo 59 Dpdo, Madrid 16. Tel: 270 20 07
Ortega y Gasset 11, Madrid
Languages: English, French, Spanish, Italian, German, Russian (others can be arranged) (Intensive Business English)
Minimum age of entry: Adults only
Examinations: Internal

Briam Instituto SA
Tetuán, 5, Madrid 13.
Tel: 231 60 04
Director of Studies: Arne Kasten
Languages: English, French (Spanish and German on request)
Examinations: Internal
Also commercial correspondence and children's courses.

British Lancaster School of Languages
Bravo Murillo 228, Madrid 20,
Tel: 279 31 33
Director: Mr. Ayyid Walid
Languages: English
Minimum age of entry: 7 years
Examinations: Cambridge

La Casa Inglesa
Plaza de Salamanca 11, Madrid 6.
Tel: 275 32 63
Principal: Mr. Brian Handley
Director of Studies: Mr. Peter Sheppard
Languages: English, French
Examinations: Preparation for Cambridge FCE and Prof.
Also Commercial English courses (in the future translations).

Centro Audiovisual Caefi
General Martinez Campos 23-1oA, Madrid 10
Tel: 448 10 68
Director: Rosa Maria Rivero
Languages: English, French, Spanish
Adults. Special English Courses for children.
Examinations: Internal.

Centro de Idiomas Sagasta S A (CISSA)
Sagasta 27-36 Izq., Madrid 4
Tel: 446 69m79, 446 69 73, 446 69 82
Director: Sr. D. Miguel Angel Muguiro
Director of Studies: Mr. J. Trainor
Languages: English, French, Spanish
Examinations: Cambridge FCE, London Chamber of Commerce & Industry: English for Commerce, Elementary and Intermediate
Translations (into Spanish) and English for Secretaries (post-intermediate courses)

Centro de Instruccion Comercial E Industrial
Conde de Plasencia 2, Madrid 12
Tel: 222 71 75
Director: Sr. D. Enrique Pérez Prida
Languages: English
Minimum age of entry: 14 years
Examinations: Internal

Educentro
Valázquez 46, Madrid 1
Tel: 276 13 23, 276 47 53
Director: Sr. D. Luis Casado
Languages: English, Spanish
Minimum age of entry: 18 years
Examinations: Internal

The English Centre
Velázquez 18, Madrid 1 Tel: 275 68 33
Nunez de Balboa 17, Madrid 1 Tel: 226 85 12
Director: Mr. J.P. Fitzgibbon
Languages: English, from beginners to post-Proficiency
Examinations: Cambridge, Trinity College

The English Study Group
Claudio Coello 46, Madrid 1
Velázquez 40, Madrid 1
Tel: 275 52 92
Director of Studies: Mr. Paul Severn and Ms Bronwen Burke
English (at all levels)
Examinations: Commercial English with preparation for London Chamber of Commerce. Preparation for Cambridge FCE, CPE and Diploma
Pitman shorthand and typing. Bilingual secretarial courses. Summer courses in England.

ESCUELA OFICIAL DE IDIOMAS
Jesús Maestro s/n, Madrid 3
Tel: 253 75 79

Estudio Audiovisual Sotomayor
Sotomayor 7, Madrid 3
Tel: 233 65 41
Director: Elena Menéndez-Tolosa de Laguillo
Director of Studies: Ms Claudia Gandolfi and Ms Lourdes P. Lancis

Estudio Internacional Sampere
Castelló 50, Bajo Dcha, Madrid 1
Tel: 275 40 25 and 276 82 64
Director: Sr. D. Alberto Sampere Camps
Languages: English, Spanish, French

European Languages
General Pardinas 9, Madrid 1
Tel: 226 13 60
Director: Sr. D. José Miralles del Castillo
Director of Studies: Christina Sheridan
Languages: English, French, German, Spanish
Examinations: Preparation for lower Cambridge Proficiency, Trinity and internal.
Also various commercial courses

Iberlengua Idiomas
Torpodero Tucumán 26, Bajo A y B, Madrid 16
Tel: 458 82 57
Director: Sr. D. Luis Carlos Bellido
Director of Studies: Mr. John Guevin
Languages: English, French, Spanish (German)
Minimum age of entry: 7 years
Examinations: Escuela Oficial de Idiomas

Instituto Catolico de Artes e Industrias (ICAI)
Alberto Aguilera 23, Madrid 15
Tel: 248 36 00 and 241 93 15
Director: Mr. L. Caruana
Director of Studies: Mr. C. Waddington
Examinations: Cambridge First Certificate. Internal

Idiomas Christopher
Cartagena 75-2oB, Madrid 28
Tel: 245 10 43
Director: Mr. Christopher López Abreuleip
Languages: English, French, German (with special reference to aviation)
Minimum age of entry: 16 years
Examinations: Internal

Inlingua
Arenal 24, Madrid 13
Tel: 248 02 25 and 241 32 46
Director: Mr. Paule Lemoine de Valenzuela
Languages: English, French, German, Russian, Spanish
Examinations: Internal

Instituto Garrett
Hileras 4 (entre Mayor y Arenal), Madrid 13
Tel: 248 40 26
Directors: Mr. Peter A. Garrett and Sr.D. José Ma Sierra Nava
Director of Studies: Mr. Michael Howitt
Languages: English
Examinations: Cambridge, British Chamber of Commerce, oposiciones

Idiomas Gref
Joaquín García Morato 62-4o, Madrid 10
Tel: 447 35 92
Director: Lucette Greffeuille
Languages: English, French, German, Spanish, Italian

Institutos Mangold S A
Avda José Antonio 32-2o, Madrid 13
Tel: 222 83 00
Director: Sr. D. Juan A. Jiménez
Director of English Department: Mr. Robert J. Vogel Tel: 231 16 37
Director of French Department: Sr. D. Joseph Calonne Tel: 231 80 53
Spanish Department: Tel: 231 40 40
Languages: English, French, Spanish

Instituto Vox
Avda José Antonio 59-1o, Madrid 13
Tel: 247 17 63 and 247 17 59
Director: Sr. D. Adolfo Martínez Sánchez
Director of Studies: Sr. D. Venancio González
Languages: English, Spanish, French, German, Russian, Italian
Minimum age of entry: 5 years
Examinations: Internal

Instituto de Ingles, USC (Universidad de California del Sur)
Miguel Angel 18, Madrid 10,
Tel: 419 81 84: Secretaría: 408
Dirección: 410
Directors of Studies: Mr. Clif de Córdoba, Ms Roann Altman
Languages: English (all levels). Continuing adult education.

Jurado
Esparteros 4-2o, Madrid
Tel: 242 10 36, 231 16 25
Director: Mrs. Mercedes Claxton
English (all levels)
Special courses for business men.

Lenguas Attika
Rodríguez San Pedro 2-8o, 804, Madrid 15
Tel: 445 55 11 and 445 31 96
Director: Susan Silva
Languages: English, Spanish

Linguarama Iberica S A
Edificio Iberia Mart, Pedro Teixeira 8-9°, Madrid 20
Tel: 455 09 59 455 08 92
Sagasta 20, Madrid 4
Tel: 445 75 17, 445 76 32
Director: (Pedro Teixeira) Mr. Philip Ray
(Sagasta) Mr. Martin Bates
Languages: English, French, Spanish, other languages by request
Group and individual courses available. Specialising in intensive courses and English for executives. Residential courses abroad.

London Language Laboratory
Velázquez 22, Madrid 1
Tel: 225 00 77
Director: Mr. Philip Muller
Director of Studies: Mr. George Thompson
Languages: English, Spanish
Preparation for Cambridge FCE ani Prof.
Preparation to Diplomatic School

Mary Ward College
Castellón de la Plana 6, Madrid 6
Tel: 261 07 69
Languages: English, French, German, English secretarial
Minimum age of entry: 17 years

Newmarket Studies
Avenida de Nueva Zelanda 45A, Madrid 35
Tel: 216 60 70/68 50/75 12
Director: Sr. D. Carlos Bautista
Director of Studies: Mr. Ken Pettit
Languages: English
Minimum age of entry: 6 years
Educational trips to England arranged.

Nueva Escuela
Pedro Muguruza 1, Madrid 16
Tel: 250 54 83 and 458 82 44
Director: Sr. D. Tomás Buceta
Director of Studies: Mr. Patrick V. Donnellan
Languages: English, French, Spanish
Adults. Special classes in English for children.
Examinations: Internal

Practiphone
Serrano 68, Madrid 1 Tel: 276 40 22
Flora 1, Madrid 13 Tel: 241 96 37
Director: Sr. D. Luis Santaolalla
Languages: English, French, Spanish
Examinations: Internal.

Ramsays Institute
Arrieta 7-6o Dcha, Madrid 13. Tel: 248 29 07
Director: Mukhtar-Ali Ali Prados
Languages: English (and English shorthand), Business English, Spanish
Minimum age of entry: 14 years
Examinations: Internal

Schiller College
Calderón Study Centre
Rodriguez San Pedro 10, Madrid 15.
Tel: 446 23 49
Director: Dr. Wilfred O. Reiners
Languages: English
Examinations: Internal (American system)
(This is an American college of further education).

Stanton School of English
Montera 24-2oB
Tel: 221 93 60 ; Ext. 31
Director: Mr Tim Ingarfield
Director of Studies: Ms Barbara Garside
Preparation for FCE and Prof.
Classes for Air Traffic Controllers and Pilots examinations
Courses in England arranged

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English medium schools in Spain

Balearic Islands

++ Baleares International School (Headmaster: Mr. John Long)
Camino Son Toells y c/Cabo Mateu Coch 1,
San Agustin,
Palma de Mallorca.
Tel: 40 31 61
KG, Elementary and Secondary
Ages: 4½ - 19 approx. Some boarding.
Preparation for American/Canadian university entrance and London GCE O and A levels.
Summer School.

++ Bellver International College (Headmistress: Mrs. D.A. Bird)
Calle José Costa Ferrer 10,
San Matet,
Cala Mayor,
Palma de Mallorca.
Tel: 40 16 79, 40 04 44
Ages: 3+ - 16+ (Kindergarten/Primary/Junior/Middle/Senior)
English Examinations: London University GCE O level.

++ King's College (Headmaster: Mr. Kevin Quinn)
Juan de Saridakis 64,
Genova,
Palma de Mallorca.
Tel: 40 10 11
Ages: 3 - 15+
London University GCE O level.

++ Morna Valley School (Director: Mrs. Mary Blakstad)
Aptdo 163,
Santa Eulalia
Ibiza.
Ages: 4 - 18
English Examinations: London University GCE O and A levels.

Barcelona

/ American School (Principal: Dr. R. Ramsay)
Plaza Eusebio Güell 8,
Pedralbes,
Barcelona 34.
Tel: 203 79 01 & 203 79 13
KG, Elementary and Secondary (3-14 years)
Examinations: US and Spanish
(On graduation from 8th grade students pass to American High School (see over)

++ Anglo-American School (Headmaster: Mr. John Angus)
Paseo de Garbi 152,
Castelldefels (Aptdo 177).
Barcelona 33.
Tel: 665 15 84
Ages: 3-18
Boarding section open to all pupils from age 8 upwards
Preparation for GCE O and A levels. Spanish courses also provided.

Kensington School (Headmaster: Mr. E.P. Giles)
Carretera de Esplugas 86 bis,
Pedralbes,
Barcelona 34,
Tel: 203 54 57, 204 15 79
Ages: 5-18
Preparation for GCE O and A levels.

English Academy Santa Claus (Principal: Mrs. A. Shanly de Bofill)
Leon XIII, No. 12,
Barcelona 22.
Tel: 211 67 78
Ages: 3-14
English Examinations: Trinity College, London: Pitmans: Spanish EGB

/ St. George's English School, PNEU, EGB (Principal: Miss M.J. Wellwood)
Doctor Amigant 15,
Sarriá,
Barcelona 17.
Tel: 203 88 26
Ages: 2-14
English Examinations: Preparation for GCE O levels.
Spanish Bachillerato.

St. Paul's School (Principal: Sr. D. Ricardo Pons Bellarin)
Martorell y Pena 9,
Barcelona 17.
Tel: 203 05 00, 203 76 34
Ages: 3-15
Lower Certificate of Cambridge.

++ St. Peter's School (Headmistress, Lower School: Mrs. J. Headland)
General Yagüe 14-18
Pedralbes
Barcelona 34.
Tel: 204 31 58, 204 36 12
Ages: 3-17 (3-10 in English - 11-17 mainly in Spanish)
Examinations: Cambridge First Certificate English

/ American High School of Barcelona (Principal: Mr Robert Dee Fanell)
Teodoro Roviralta 33,
Barcelona 22.
Tel: 247 01 09
US Grades 9-12

/ Parvulario "Panda" (Principal: Srta. Montserrat Llurba)
C/Fernando Puig 59, Torre
Barcelona 23,
Tel: 219 79 91
Nursery facilities in Spanish and English 2-6 years: English classes for children 6-15 years.

**/ Oak House (Headmistress: Mrs. Durá)
San Pedro Claver 12,
Sarriá,
Barcelona 17.
Tel: 203 86 24, 203 87 19
Ages: 3-18. English nursery facilities.
Primary and Secondary: EGB, BUP. Combined Spanish and English tuition.

/ El Centro Inglés (Director: Mrs Peggy Templer)
Raset 41,
Barcelona 21.
Tel: 212 82 39
English kindergarten for children from 2½-6 years.
English classes in afternoon for children from 6-15 years.

BASQUE COUNTRY

American School of Bilbao (Headmaster: Mr W. Rose)
Apartado 38,
Las Arenas,
Vizcaya
Tel: 668 08 60-61
Grades: Pre-kinder (entrance age 4 years) - Nine
US Curriculum.

/ Colegio Inglés (Principal: Sr. D. Jaime Fernández Cuadrado)
Villa Carmen-Enea,
Calzada de Eguia
San Sebastián,
Guipuzcoa.
Tel: 27 23 04
Ages: 3-14
English to 6 years.
English Examinations: Cambridge First Certificate English

St. George's English School (Principal: Sr. D. José Luis Pérez Gómez)
Escritor José de Arteche s/n,
Aptdo 808,
San Sebastian.
Tel: 21 41 42
Pre-escolar and EGB
Bi-lingual education.

/Colegio San Jorge (Principal: Mr J Franks)
Barrio de Artazar 34,
Lejona, Vizcaya.
Tel: 463 66 58
Ages: 3-14
Bi-lingual education from 6 years

CANARY ISLANDS

Las Palmas

++ The British School of Gran Canaria (Headmaster: Mr R. Kerry-Williams)
P.O. Box 11,
Tafira Alta,
Las Palmas de Gran Canaria,
Tel: 35 11 67
Ages: 4-16. British staff.
English examinations: CSE (SREB). GCE O level (Cambridge). Cambridge First Certificate English and Cambridge Proficiency English.

* Canterbury School (Headmistress: Mrs Beryl Pritchard de Garcia)
Calle Juan XXIII 44,
Las Palmas.
Tel: 24 02 86
Ages: 3-11. Kindergarten - 3-6 - Education in English School - 6-11 - Bi-lingual education, EGB, Cambridge First Certificate English

American School of Las Palmas (Principal: Mr J.R. McDuffie)
Apdo 15 (Tafira Alta),
Las Palmas de Gran Canaria.
Tel: 35 04 00, 35 04 04
Ages: Pre-kinder - 12th Grade

Tenerife

++ British Yeoward School (Headmaster: Mr C.T. Green)
Parque Taoro,
Puerto de la Cruz,
Tenerife,
Las Canarias.
Tel: 37 22 85
Ages: 3-16, children over age 9 must speak English
Preparation for GCE (London) O levels.

++ Colegio Hispano-Britanico (Principal: Mr Roger Deign)
Apartado 228
Arrecife de Lanzarote,
Las Canarias.
Spanish and English children.
GCE 'O' levels. EGB to 5th grade
Ages: 2-16

GALICIA

/ Instituto London (Principal: Mr A.C.M. Langtry)
Sol 212, 1
El Ferrol,
Tel: 35 39 50
Ages: 3-11

LEVANTE

* Beverley Hills School (Principal: Mrs Sandra Fieldhouse)
Beverley Hills No. 4
San Rafael,
Alfaz del Pi (Alicante).
Ages: 3-16
Languages taught: English, French, Spanish
GCE 'O' level (London)

++ Sierra Bernia School (Director: Mr Duncan M. Allan)
La Caneta,
San Rafael,
Alfaz del Pi (Alicante)
(Messages c/o Mrs Teasdale, Tel: Alicante 84 03 36)
Ages: 4-16+
English Examinations: GCE 'O' level and 'A' level (London)
(for non-Spanish children only). Daily Spanish classes.

ZARAGOZA

Zaragoza American Junior Senior High School (Director: Mr Rex C Burgett)
Apartado 09286
Tel: 21 46 00 Ext. 2039/2294
Grades: 13-21
Other languages taught: French, Spanish

** The British School of Aragon (Headmaster: Sr. D. José Ma Marin Jaime)
Carretera de Valencia, Km 8,500,
Zaragoza 5.
Tel: 35 73 50, 35 73 54
Other languages taught: Spanish, French
Ages: 3-18
English examinations: Trinity College, London (ESL)
Summer exchange visits to England arranged.

Colegio 'Juan de Lanuza' (Headmaster: Sr. D. José Luis Menes Soler)
Institucion Hispano Británica de Ensenanza,
Carretera Aeropuerto Km 3,
Zaragoza.
Tel: 34 48 96
Pre-school: 3-5 years (oral)
EGB primary school: 6-14 years. English and French.
French from 12 years.

7.11.79

++ These schools are members of the National Association of British Schools in Spain and have been inspected by British Inspectors and are recognised as efficient by the Spanish Ministry of Education.

* Member of the National Association of British Schools in Spain.

** Affiliated member of the National Association of British Schools in Spain

/ The details of these schools have not been confirmed to us.

Appendix G

English medium schools, Madrid

Junior and Secondary

THE BRITISH SCHOOL (Headmaster: Mr J. Caselaw)
Martinez Campos 31,
Madrid 10.
Tel: 410 17 36 and 419 88 14
Ages: 5-14
Cambridge English examination. EGB. No boarders.

THE AMERICAN SCHOOL OF MADRID (Superintendent: Dr Max Tudor)
Postal Address: Apartado 80, Madrid.
Offices: Carr. de Húmera, Km 2, Aravaca, Madrid, 9.00 a.m. - 4.30 p.m.

Tel: 207 06 41/2/3
Kindergarten and Grades 1-12.

++ KENSINGTON SCHOOL (Headmaster:)
Avda de Bularas, s/n,
Urb. Los Alamos de Bularas,
Pozuelo de Alarcón,
Madrid 23,
Tel: 715 46 99 and 715 47 97
Entry Qualifications: English-speaking pupils - satisfactory progress in former school.
Spanish speaking pupils (over age 4) - adequate knowledge of English.
Ages: 3-12 British system, including Spanish studies
13-15 Spanish system, leading to BUP qualifications
Examinations: Cambridge First Certificate English (in future GCE 'O' levels and Cambridge Proficiency English)

++ KING'S COLLEGE (Headmaster: Mr Roger G. Fry)
Paseo de los Andes, s/n,
Urb. Soto de Vinuelas,
El Goloso,
Carretera Colmenar Km 20,
Madrid.
Tel: 625 28 44/5
Offices: Avda de Stuyck 1, Madrid 16. Tel: 458 15 80
Ages: 3-18
University of London GCE Examination Centre. Preparation to O and A levels.
Separate section for Spanish Bachillerato.
Some boarders (boys and girls)

++ RUNNYMEDE COLLEGE (Headmaster: Mr Arthur Powell)
Arga 9 (El Viso),
Madrid 2.
Tel: 457 23 27 and 250 18 91
Ages: 11-18 approx.
London University GCE O and A levels.
Primarily for English-speaking children. 3390

++/ ST ANNE'S SCHOOL (Principal: Miss Jean Raines)

Kindergarten:	Jarama 9, Madrid 2.	Tel: 259 13 89
Prep. School:	Darro 16, Madrid 2.	Tel: 259 05 30
Junior School:	Tormes 5, Madrid 2.	Tel: 259 21 47
Secondary School:	Pinar 24, Madrid 6.	Tel: 261 27 17

Ages: 3-18
Preparation for Cambridge; GCE 'O' and 'A' levels (London)
Spanish Bachillerato

ST MICHAEL'S SCHOOL (Director: Mr T.C.F. Linton)

Henares 6 (El Viso), Madrid 2.	Avda. de la Victoria 96 (El Plantio), Madrid 23.
Tel: 259 01 24	Tel: 207 75 49
Ages: 3-6	Ages: 3-17
Bi-lingual education	Pre-school, EGB, BUP Primarily for Spanish children, but bi-lingual education

/ TORREJON AMERICAN HIGH SCHOOL
Base Aérea de Torrejón de Ardoz,
Madrid.
U.S. Army only. Grades 9-12. For dependent children of U.S. military personnel and/or civilians employed by U.S. Department of Defence, Spanish dependent whose father is an American and American businessmen's dependents who must pay tuition. No British examinations given. American College Test and Scholastic Aptitude Test, Preliminary SAT and Advanced Placement examination.

/ WILLOUGHBY COLLEGE (Principal: Miss Doreen Ibbitson)
Pio XII 13,
Madrid.
Tel: 259 92 18
Ages: 6-14
English and Spanish children, bi-lingual education.

JUNIOR

++ HASTINGS SCHOOL (Principal: Mrs Helen Pennefather de González)
Plaza de San Amaro 7,
Madrid 20.
Tel: 279 97 96 (school); 226 82 89 (principal's home)
Ages: 4-11

++ INTERNATIONAL PRIMARY SCHOOL (Principal: Mrs Mary Ann Mazón)
Madre Carmen del Niño Jesús 3 (El Viso),
Madrid 2.
Tel: 259 21 21
Ages: 2-11

++ NUMONT SCHOOL (Principal: Mrs Ann Swanson)
Calle Parma 16,
Madrid 33.
Tel: 200 10 67
Ages: 2-11
PNEU. For English-speaking children.

/ ROYAL OAKS SCHOOL Principal: Mr L Burch)
Colegio de las Fuerzas Armadas de los EEUU en Espana
Senor de los Reyes, s/n
La Moraleja, Madrid.
Tel: 650 05 94 and 650 06 41
Grades: Kindergarten-5
For dependents of US forces only.

/ St. MARGARET'S SCHOOL (Principal: Rosa Robles González)
Jarama 12
Madrid 2.
Tel: 259 17 15
Ages: 2 - end of BUP
Preparation for 1st Certificate (Cambridge)

++ St MICHAEL'S PREPARATORY SCHOOL (Headmistress: Mrs D.B. Linton)
Avda Comandante Franco 8
Madrid 16
Tel: 259 32 58
Ages: 3-11
English education. Spanish classes.

KINDERGARTEN AND JUNIOR

/ FAIRY-LAND (Principal: Miss Teresa Farrelly)
Comandante Franco 6
Madrid 16
Tel: 259 23 21 and 458 14 63
Ages: 2-6
Preparation for EGB

** HILL HOUSE (AMERICAN) MONTESSORI SCHOOL (Headmistress: Mrs Judy Amick de Hernández)
Avda Alfonso XIII 30 & 34
Madrid 2
Tel: 416 09 52
Ages: 1-15
Montessori method
English and Bi-lingual education.

/ NUMONT KINDERGARTEN SCHOOL (Principal: Mrs Ann Swanson)
Jarama 5 (El Viso),
Madrid 2.
Tel: 259 70 35
Ages: 2-5
English children only

OXFORD SCHOOL (Principals: Sr. D. Eugenio Suárez-Galbán
Dna Carmen Cierra)
Isla de Cuba 17
Madrid 22
Tel: 741 01 26
Kindergarten - 5th EGB

/ WILLOUGHBY COLLEGE Principal: Miss Doreen Ibbitson)
Pio XII 13
Madrid
Tel: 259 92 18
Ages: 2-5
For Spanish and English children. Bi-lingual education

++ THE ENGLISH MONTESSORI SCHOOL (Principal: Mrs Milagros King)
Triana 65 Avda Alfonso XIII 40
Madrid 16 Madrid 2
Tel: 457 42 22 and 250 77 69 Tel: 415 24 69
Ages: 2-11 (5 years and up with knowledge of English)
For Spanish and English children. Bi-lingual education

/ MORATALAZ MONTESSORI SCHOOL (Directress: Karin-Bente Haadem)
La Canada 46, Bajo B
Madrid 30 (Moratalaz)
Tel: 773 24 07
Ages: 1-6 Bi-lingual education

++ These schools are members of the National Association of British Schools in Spain and have been inspected by British Inspectors and are recognised as efficient by the Spanish Ministry of Education.

* Member of the National Association of British Schools in Spain.

** Affiliated member of the National Association of British Schools in Spain.

/ These schools have not confirmed their details to us.

Appendix H

ENGLISH MEDIUM SCHOOLS IN ANDALUSIA

COSTA DE LA LUZ

/ David Glasgow Farragut Elementary School (Director: Mr Renato Guastini)
US Naval Station, Box 19
Apartado 33,
Cádiz
Tel: 86 27 80, Ext. 4187 & 4181
Grades 1-12

** The English Centre S.L. (Headmistress: Mrs Linda M. Randell)
Carretera de Fuentebravia Km 1
Apartado 85
Puerta de Santa María
Cádiz
Tel: 85 05 60
Ages: 2-14
Bi-lingual education. EGB
Examinations: Cambridge FCE and Proficiency, Trinity College (London University) examinations for ESL

COSTA DEL SOL

* Swans (Headmistress: Mrs Tessa J. Swan)
Capricho 1
(Frente al Don Pepe)
Marbella
Málaga
Tel: 77 32 48
Examinations: Internal
Ages: 1979/80 3-12
1980/81 3-13
1981/82 3-14
progressing year by year, until 'O' level stage at least

++ Calpe College (Director: Sr. D. Luis Proetta González)
Carretera de Cádiz, Km 177
Apartado 200
San Pedro de Alcantara
Málaga
Tel: 81 25 98
Ages: Lower School - 5-11
Senior School - 11-18
Examinations: GCE 'O' and 'A' levels (London), Cambridge FCE & Proficiency, CSE (Southern Region Examinations Board)

++ English Section of Colegio Alemán (Director of Colegio: Dr E Zurawka)
Apartado de Correos 318 (Head of English Section:
Marbella Mr F Meadowcroft)
Málaga
Tel: 83 14 17
Ages: 4-18
Other languages taught: Spanish, German, French
Examinations: GCE O and A levels (London University), Abitur (German examinations)
Boarding for boys

++/St. Anthony's College (Principals: Mr P W Walker & Mrs Patricia Goold)
Carretera de Cádiz, KM 217
Fuengirola
Málaga
TEL: 86 13 00
Other languages taught: Spanish, French
Examinations: Preparation for Common Entrance. Centre for Associated Examining Board GCE O and A levels
Ages: 4-18

* Sunny View School (Headmistress: Mrs Jane Barbadillo)
Cerro del Toril
Apartado 175
Torremolinos
Málaga
Tel: 38 31 64
Examinations: GCE O and A levels, London Board
Ages: 4-18

GRANADA

None so far notified

SEVILLA

Columbus International College (Director: Dr James C. Butler)
Avda de la Victoria 43
Sevilla 13
Tel: 61 39 16
Ages: 17-18 upwards
High School Diploma or equivalent
Examination centre for the TOEFL test

/ These schools have not confirmed details to us.

++ These schools have been inspected by British Inspectors and are recognised as efficient by the Spanish Ministry of Education

* Members of the National Association of British Schools in Spain

** Affiliated members of the National Association of British Schools in Spain.

7.11.79

Appendix J

Cambridge centres in Spain

* 3088 ALICANTE - Mr B Moody, Director of Studies, Instituto de Idiomas Modernos, Vistahermosa, Alicante. T. 965-266800

* 7402 BARCELONA - Mr T Cowin, Director of Studies, British Council Centre, Amigó 83, Barcelona 6. T. 93-2096388

** BARCELONA - Mr J Matthews, Head of the English Department, Autonomous University, Bellaterra, Barcelona. T. 93-6920200

* 7403 BILBAO - Mr I Franks, The English Institute, Sombrerería 6, Bilbao. T. 94-4165212 and 4636658

** 7413 BILBAO - Mr Winfried Arnold, Technical Director, Instituto de Idiomas, Universidad de Deusto, Apartado 1, Bilbao. T. 94-4453100

** 7414 LA LAGUNA - Dra Dna Asunción Alba de Marcos, Catedrático, Departamento de Inglés, Facultad de Filosofía y Letras, Universidad de La Laguna, Tenerife. T. 922-258119 or 258219

* 7405 LAS PALMAS - Mr Kerry Williams, The British School, Sabinal, Carr.de Marzagan, Las Palmas. T. 928-351167

7406 MADRID - Dr A M Shaw, Deputy English Language Officer, British Institute, Almagro 5, Madrid 4. T. 91-4191250

** 7416 MALAGA - Mr F Meadowcroft, English Section, Colegio Alemán de Málaga, Apartado de Correos 318, Marbella, Málaga. T. 952-831417

** 7404 OVIEDO - Dra Dna Patricia Shaw de Urdiales, Catedrático, Departamento de Inglés, Facultad de Filosofía y Letras, Universidad de Oviedo, Oviedo. T 985-220544 (o) or 985-237637 (h)

** 3009 PALMA DE MALLORCA - Mr B C Olsen C/Orquideas 135, Palmanola, Bunola, Palma de Mallorca

* 7408 PAMPLONA - Mrs Diane Dawid, Instituto de Idiomas, Universidad de Navarra, Pamplona. T 948-251535 (2-4 pm)

** 7409 SALAMANCA - Dr D Javier Coy, Catedrático, Departamento de Inglés, Facultad de Filosofía y Letras, Universidad de Salamanca, Salamanca. T. 923-217407

* 7410 SEVILLE - Mrs V Benvenuty, Director, Instituto Británico, Federico Rubio 14, Sevilla 4. T. 954-220240

* 7411 VALENCIA - Dr D Francisco de A. Carreres, Director, The British Institute, Pascual y Genís 12, Valencia. T. 96-3216516

* 7415 VIGO - Mrs Valerie Healy, The English Institute, Marqúes de Valladares 17-1o Vigo. T. 986-226745 (o) and 986-421527 (h)

** 7412 ZARAGOZA - Mr M Chappell, The English Centre, Don Jaime I, 19-2, Zaragoza. T. 976-219794

* Centres

** Sub-Centres

Appendix K

Glossary of terms used in Spanish education

colegio	Primary school
instituto	Secondary school
catedrático	usually head of department, having passed a competitive State examination at any given level: at universities, a chair professor.
agregado	an established teacher, deputy head of department; appointed by competitive examination.
maestro/a	Primary school teacher
profesor	teacher, instructor; not exclusively used of university professors as in UK.
profesorado	teaching profession, faculty
profesor numerario	full professor
Licenciado/a Licenciado en Filosofía y Letras	graduate (bachelor) BA
licenciatura	degree
PNN ('pe'ene'ene) profesor no numerario	unlicensed assistant teacher (Primary)
selectividad	University entrance examination
oposiciones	official State competitive examinations
Graduado Escolar	EGB graduation certificate, permitting promotion to BUP (Secondary)
Certificado de Escolaridad	EGB certificate, permitting promotion to technical and vocational school (Formación Profesional)
Educación General Basica (EGB) (e'xe'e)	General Basic Education (Primary) 6-14 years in 2 cycles 6-10, and 11-13 (5 + 3 years)
Bachillerato Unificado y Polivalente (BUP) (bu:p)	Secondary education 3 years, 14-16
Formación Profesional	Technical and vocational education with General Studies, Secondary level 2 years, 14-15

Curso de Orientación Universitaria (COU) (kou)	Pre-university course 1 year, age 17 approx.
Instituto de Ciencias de la Educación (ICE)	Institute of Educational Sciences, attached to Spanish university. Concerned up to now with Secondary teacher training
Instituto Nacional de Ciencias de la Educación (INCIE (in'Oie)	National Institute of Educational Services. An autonomous agency of the Ministry of Education and Sciences, transferred to the Ministry of Universities and Research, 1979
Escuela Universitaria de Magisterio (Escuela Normal)	Teacher-training college for Primary (EGB) teachers. 3 year course
Escuela Oficial de Idiomas	Official government language school. 4 year courses + 1 year CAP
Certificado de Aptitud Pedagogico	Teaching proficiency certificate, awarded by Escuela Oficial de Idiomas. A separate certificate of the same name is awarded by ICEs to Secondary teachers.
Seminario permanente	Loosely organised group meetings of teachers on professional topics
Escuela de Formación Profesional	Secondary, technical and vocational school
Escuela Técnica Superior de Comercio	Higher Technical institution, specialising in business subjects
Universidad Nacional de Educación a Distancia (UNED)	National University for Distance Education (Open University)
Acceso a la Universidad para los alumnos con más de 25 anos	Scheme for adult education open to those of mature age (+25)
Instituto Nacional de Bachillerato a Distancia (INBAD)	Secondary Institute for Distance Education
Universidad Laboral	Labour university, providing secondary and higher courses for adults
Escuela Técnica Superior de Ingenieros de Minas/ Industriales/Navales/ Aeronauticos	Higher level technical institute for Mining, Industry, Naval Architects, Aeronautics
Ministerio de Universidades e Investigacion	Ministry for Universities and Research

List of books used for teaching English at EGB (primary level) in Spain

English 80. J A Ollero. Ed. Alhambra. O.M. 29-4-77. Ptas.285.

Inglés. M. Estrany Gendré. Ed. Anaya. O.M. 29-4-77. Ptas.232.

London C. C G Román, J. Fernández Barrientos y F F Wilson. Ed Bruño. O.M. 21-6-77, Otas,352,

England. E W Alonso y N McLaren. Ed Bruño. O.M. 29-4-77. Ptas.323.

Inglés. J López Alvarez y R Copping. Ed. Didascalia. O.M. 29-4-77. Ptas.392.

Lengua Inglesa. T Maxwell Hudson. Ed. Everest. O.M. 13-4-78. Ptas.259.

Inglés. M Fernández Soldevilla. C Alvira e I Serrano. Ed. Librería General O.M. 29-4-77.

English Course. R Fente y E Wulff Alonso. Ed. Luis Vives. O.M. 29-4-77. Ptas.243.

Inglés. M E Pujals, C Ceular y J Cressey White. Ed. Magisterio Español. O.M. 29-4-77. Ptas.280.

Horizons Three. P J Locke, F Isabel Campoy, E Kauner y G Rodriguez. Ed. Mangold. O.M. 29-4-77. Ptas.336.

Small World III. F Alcaraz Varo y B Moody. Ed. Marfil. O.M. 29-4-77. Ptas.203.

English for Teenagers. J Fernández Martín y M Harrison. Ed S.M.O.M. 29-4-77. Ptas.311

Inglés. Departamento Pedagógico Santillana. Ed. Santillana. O.M. 27-7-77. Ptas.300.

Inglés. (Guía del Profesor). Departamento Pedagógico Santillana. Ed. Santillana. O.M. 13-4-78. Ptas.105.

Inglés. S Villoria Andreu. Ed. Silos. O.M. 29-4-77.

This is the way III. B. Sagarna y L Alberdi. Ed. Sociedad General Española de Librería. O.M. 13-4-78.

Inglés. M I Iglesias Barba y A Isaac. Ed. Tarraco. O.M. 29-4-77. Ptas.385.

Let's 3. W Bryce Van Syoc y F S Van Syoc. Ed. Vicens Vives. O.M. 29-4-77. Ptas.440

English 80. J A Ollero. Ed. Alhambra. O.M. 28-5-76. Ptas.490.

English 30. (Guía del Profesor). J A Ollero. Ed. Alhambra. O.M. 4-5-76. Ptas.86.

Inglés. M Estrany Gendré. Ed. Anaya. O.M. 5-3-76. Ptas.213.

Starting Out. M Coles y B Lord. Ed. Aravaca. O.M. 13-4-78.

England. E Wulff Alonso y N McLaren. Ed. Bruño. O.M. 29-3-76. Ptas. 318.

London A. C G Román, J Fernández Barrientos y F Wilson. Ed. Bruño. O.M. 30-5-77. Ptas.392.

English I. J Alvarez y J F Allen. Ed. Didascalia. O.M. 28-5-76. Ptas.277.

Lengua inglesa. T Maxwell Hudson. Ed. Everest. O.M. 20-9-76. Ptas.271.

Inglés. M Fernández Soldevilla y C Alvira. Ed. Libreria General. O.M. 5-3-76.

English Course. R Fente Gómez y E Wulff. Ed. Luis Vives. O.M. 28-5-76. Ptas.291.

Inglés. M E Pujals, J C White y D M Ceular. Ed. Magisterio Español. O.M. 5-3-76. Ptas.286.

Horizons One. P J Locke y F Isabel Campoy. Ed. Mangold. O.M. 5-3-76. Ptas.244.

Horizons One. (Guia del Profesor). P J Locke y F Isabel Campoy. Ed. Mangold. O.M. 5-3-76. Ptas.57.

Small World I. E Alcaraz Varó y B Moody. Ed. Marfil. O.M. 5-3-76. Ptas.256.

Small World I. (Guia del Profesor). E Alcaraz Varó y B Moody. Ed. Marfil. O.M. 4-5-76.

The English Scene I. C Cook, C Findlay y M Wambach. Ed. Rosas. O.M. 11-5-77. Ptas.370.

English for Teenager I. L Grandia, J. Fernández y M Hart. Ed. S.M.O.M. 5-3-76. Ptas.473.

Inglés. Departamento Pedagógico Santillana. Ed. Santillana. O.M. 5-3-76. Ptas.330

Inglés. (Guia del Profesor). Departamento Pedagógico. Ed. Santillana. O.M. 13-4-78. Ptas.300.

Inglés. S Villoria Andreu y M J Sáez. Ed. Silos. O.M. 5-3-76.

Inglés. R Ladó y A Muñera. Ed. Sociedad General Espanola de Libreria. O.M. 5-7-76.

It's up to you I. G Capell, D Girard y J Capell. Ed. Sociedad General Española de Libreria. O.M. 5-3-76. Ptas.280

This is the way. L Alberdi y B Sagarna. Ed. Sociedad General Española de Libreria. O.M. 4-5-76. Ptas.285.

Inglés. I Iglesias Barba y A Isaac. Ed. Tarraco. O.M. 5-3-76. Ptas. 301.

Let's I. A L Wright y J H McGillivray. Ed. Vicens Vives. O.M. 4-5-76. Ptas. 424.

English 80. J A Ollero. Ed. Alhambra. O.M. 29-3-76. Ptas.328.

Inglés. M Estrany Gendré. Ed. Anaya. O.M. 29-3-76. Ptas.199.

England. E Wulff Alonso y N McLaren. Ed. Bruño. O.M. 28-5-76. Ptas.290.

London B. C G Román, J Fernández Barrientos y F F Wilson. Ed. Bruño. O M. 30-5-.77. Ptas.475.

English II. J L Alvarez y J F Allen. Ed. Didascalia. O.M. 28-5-76. Ptas.268.

Inglés. T Maxwell Hudson. Ed. Everest. O.M. 6-11-76. Ptas.253.

Inglés. M Fernández Soldevilla y B A Langlands. Ed. Librería General. O.M. 29-3-76.

English Course. R Fente Gómez y E Wulff. Ed. Luis Vives. O.M. 29-3-76. Ptas.310

Inglés. M E Pujais, C Ceular y J Cressey White. Ed. Magisterio Español O.M. 28-5-76. Ptas.269.

Horizons Two. P J Locke y F Isabel Campoy. Ed. Mangold. O.M. 4-5-76. Ptas.376.

Small World II. E Alcaraz Varó y B Moody. Ed. Marfil. O.M. 29-3-76. Ptas.183.

Passport to English.II. G Capelle, D Girard y J P Bougere. Ed. Rosas. O.M. 29-3-76. Ptas.338.

English for Teenagers. L Grandia Mateo, J Fernández Martín y M Harrison Ed. S.M.O.M. 4-5-76. Ptas.327.

Inglés. Departamento Pedagógico Santillana. Ed. Santillana. O.M. 4-5-76. Ptas.302.

Inglés. (Guía del Profesor.) Departamento Pedagógico Santillana. O.M. 13-4-78. Ptas.352.

Inglés. S Villoria Andreu y M J Sáez. Ed. Silos. O.M. 5-3-76.

It's up to you. G Capelle, D Girard, J. Capelle y M Gattino. Ed. Sociedad General Española de Librería. O.M. 4-5-76. Ptas.280.

This is the way II. L Alberdi y B Sagarna. Ed. Sociedad General Española de Librería. O.M. 29-4-77. Ptas.320.

Inglés. M I Iglesias Barba y A Isaac. Ed. Tarraco. O.M. 4-5-76. Ptas.425.

Inglés. R M Ramsey. Ed. Teide. O.M. 28-5-76. Ptas.230.

Let's. A L Wright, R P Barret, A Katranides, W Bryce Van Syoc y F S Van Syoc. Ed. Vicens Vives. O.M. 4-5-76. Ptas.502.

Getting On. M Coles y B Lord. Sociedad General Española de Librería O.M. 8-3-79.

Inglés. M Estrany Gendré. Ed. Anaya. O.M. 29-4-77. Ptas.232.

London C. C G Román, J Fernández Barrientos y F F Wilson. Ed. Bruño. O.M. 21-6-77. Ptas.352.

England. E W Alonso y N McLaren. Ed. Bruño. O.M. 29-4-77. Ptas.323.

Inglés. J López Alvarez y R Copping. Ed. Didascalia. O.M. 29-4-77. Ptas.392.

Lengua Inglesa. T Maxwell Hudson. Ed. Everest. O.M. 13-4-78. Ptas.259.

Inglés. M Fernández Soldevilla, C Alvira e I Serrano. Ed. Librería General. O.M. 29-4-77.

English Course. R Fente y E Wulff Alonso. Ed. Luis Vives. O.M. 29-4-77. Ptas.243.

Inglés. M E Pujals, C Ceular y J Cressey White. Ed. Magisterio Español. O.M. 29-4-77. Ptas.280

Horizons Three. P J Locke, F Isabel Campoy, E Kauner y G Rodriguez. Ed. Mangold. O.M. 29-4-77. Ptas.336.

Small World.III. E Alcaraz Vao y B Moody. Ed. Marfil. O.M. 29-4-77. Ptas.203.

English for Teenages. J Fernández Martín y M Harrison. Ed. S.M.O.M. 29-4-77. Ptas.311.

Inglés. Departamento Pedagógico Santillana. Ed. Santillana. O.M. 27-7-77. Ptas.300

Inglés. (Guía del Profesor). Departamento Pedagógico Santillana. O.M. 13-4-78. Ptas.105.

This is the way III. B Sagarna y L Alberdi. Ed. Sociedad General Española de Librería. O.M. 13-4-78.

Inglés. M I Iglesias Barba y A Isaac. Ed. Tarraco. O.M. 29-4-77. Ptas.385.

Let's 3. W Bryce Van Syoc y C S Van Syoc. Ed. Vicens Vives. O.M. 29-4-77. Ptas.440.